

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Language Resource Centers**

**CFDA # 84.229A**

**PR/Award # P229A180008**

**Grants.gov Tracking#: GRANT12659492**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/22/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: University of Kansas Center for Research, Inc.

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

48-0680117

\* c. Organizational DUNS:

0762486160000

### d. Address:

\* Street1:

2385 Irving Hill Road

Street2:

\* City:

Lawrence

County/Parish:

Douglas

\* State:

KS: Kansas

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

66045-7568

### e. Organizational Unit:

Department Name:

College of Liberal Arts & Sci

Division Name:

Ermal Garinger Acad Res Ctr

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

\* First Name:

Alicia

Middle Name:

M.

\* Last Name:

Reed

Suffix:

Title: Director, Research Administration

Organizational Affiliation:

University of Kansas Center for Research, Inc.

\* Telephone Number:

785-864-3441

Fax Number:

785-864-5025

\* Email: kucrpropmgmt@ku.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Univ.-affil. Non-profit corp.

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

### \* 12. Funding Opportunity Number:

ED-GRANTS-052418-001

\* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

### 13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

University of Kansas Open Language Resource Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="175,865.47"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="175,865.47"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Kansas Center for Research, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	113,720.00	112,655.00	97,925.18	96,038.93		420,339.11
2. Fringe Benefits	35,736.40	34,407.26	28,601.92	27,539.83		126,285.41
3. Travel	2,204.00	7,139.00	11,006.84	8,753.70		29,103.54
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	11,178.00	14,949.00	21,254.90	22,103.32		69,485.22
9. Total Direct Costs (lines 1-8)	162,838.40	169,150.26	158,788.84	154,435.78		645,213.28
10. Indirect Costs*	13,027.07	13,532.02	12,703.11	12,354.86		51,617.06
11. Training Stipends						
12. Total Costs (lines 9-11)	175,865.47	182,682.28	171,491.95	166,790.64		696,830.34

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 50.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P229A180008

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Kansas Center for Research, Inc.	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Alicia M Reed	Director, Research Administration
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
University of Kansas Center for Research, Inc.	06/22/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="N/A"/>		<b>7. * Federal Program Name/Description:</b> <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
<b>8. Federal Action Number, if known:</b> <input type="text"/>		<b>9. Award Amount, if known:</b> \$ <input type="text"/>
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Alicia M Reed"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/22/2018"/>		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1234-062018 EGARC Title VI GEPA Signed- Fi

Add Attachment

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**GEPA Section 427 Statement  
KU Open Language Resource Center (OLRC)**

The following policies are in effect at the University of Kansas to enforce federal guidelines and ensure compliance with the Department of Education's General Education Provision Act (Section 427 of GEPA), which recognizes six types of barriers that can impede equitable access or participation in a program: gender, race, national origin, color, disability, and age. KU policies ensure compliance with affirmative action and all federal rules and regulations concerning equal access and treatment for all students, faculty, and staff.

- KU's Non-Discrimination, Equal Opportunity, and Affirmative Action policy  
<https://policy.ku.edu/IOA/nondiscrimination>
- KU's policy regarding compliance with The Americans with Disabilities Act  
<http://disability.ku.edu/ada>

KU's non-discrimination policy states, "In accordance with Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Executive Order 11246, Title IX of the Education Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act, the Vietnam Veterans Readjustment Assistance Act of 1974, the Jobs for Veterans Act of 2002, the Kansas Acts Against Discrimination and all other applicable civil rights and nondiscrimination statutes, the University of Kansas prohibits discrimination. Specifically, the *University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities* [emphasis added]."

All activities proposed by the OLRC fall under of KU's general policy on accessibility, which applies to all students, faculty, and staff involved in the project. The OLRC's adherence to those University policies will be monitored by the Office of Institutional Opportunity and Access (<http://ioa.ku.edu/>) in collaboration with Office of Diversity and Equity (<http://diversity.ku.edu/>) and the College of Liberal Arts and Sciences (<http://deancollege.ku.edu/dei/mission-vision>).

The building in which the proposed Center will be housed is wheelchair accessible, including accessible parking adjacent to the building and elevator access at grade level. Likewise, all spaces in which the Center will hold meetings are accessible to those in wheelchairs and include wayfinding through tactile signage. All websites developed by the OLRC will follow accessibility guidelines set forth in the Web Accessibility Initiative of the World Wide Web Consortium (W3C), or suitable equivalents will be provided to ensure equal access. The OLRC will also have access to KU's Office of Student Access Services and the Accessible IT coordinator to consult on issues requiring more specialized knowledge or training.

Signature of Authorized Representative: \_\_\_\_\_



Typed Name of Authorized Representative: \_\_\_\_\_

Alicia M. Reed

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

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The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

University of Kansas Center for Research, Inc.

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. \* First Name: Alicia Middle Name: M.  
\* Last Name: Reed Suffix:  
\* Title: Director, Research Administration

\* SIGNATURE: Alicia M Reed

\* DATE: 06/22/2018

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Jonathan		Perkins	

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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment: 1238-062018 EGARC LRC Abstract- final.pdf

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## ABSTRACT

### Open Language Resource Center

The University of Kansas (KU), a regional leader that offers instruction in more languages than any institution between the Mississippi River and the Rocky Mountains, requests funding to establish the Open Language Resource Center (OLRC). KU's long history of leadership in the Open Access movement, its production of award-winning Open Educational Resources (OER), and the quality of its key personnel place it in a unique position to enhance the national capacity to teach and learn world languages, particularly Less Commonly Taught Languages (LCTLs) in the United States.

The OLRC envisions a total of twelve projects that will have both regional and national impact. Nine of the projects focus on the creation and dissemination of high quality OER, striking a careful balance between breadth of audience (Spanish, French and German) and demonstrated need. As such, there is a focus on materials for LCTLs, including representation from Eastern Europe (Russian, Ukrainian, Turkish), East Asia (Chinese), and Africa (Kiswahili, Wolof). In addition, the materials in Spanish focus primarily on Central and South America, while the French materials focus on Francophone Africa. OER projects proposed by the Open Language Resource Center include the following:

- ***Acceso, Second Edition***: revision of an online curriculum for Spanish learners at the Novice High / Intermediate Low level ([acceso.ku.edu](http://acceso.ku.edu))
- ***Le pont***: online curriculum for French learners at the Intermediate Mid/High level
- ***Incorporating Corpora***: online manual on the use of language corpora, including overview of research in Data-Driven Learning and a selection of assignments
- ***Dobra forma***: web-based overview of Ukrainian grammar
- ***Russian Aspect in Conversation***: web-based modules on Russian verbal aspect suitable as a supplement to intermediate and advanced Russian courses
- ***Ting Yi Ting***: online modules that train learners to hear and identify phonemic categories in Mandarin and to associate those phonemes with correct Pinyin orthography
- ***Konuşan Paragraflar***: online curriculum for Turkish learners at the Intermediate Mid/High level
- ***Wolof Idiom Dictionary***: database with 7,500 of the most common Wolof idioms, with the ability to search by keyword or thematic category
- ***Hujambo!***: online curriculum for introductory Kiswahili

The projects in French, German, and Spanish will be accompanied by a series of K-16 workshops held at KU and at partner institutions Fort Hays State University and Johnson County Community College. All three institutions will host **two-day Modified OPI Assessment workshops** for K-16 language instructors. These OER and professional development initiatives will be accompanied by an annual **World Languages Fair** for K-12 and a **Language OER Conference**, held as part of broader Open Education Week events.



## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:** 1237-062218 EGARC Title VI Narrative and cover- Final.

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# **University of Kansas**

# **Open Language Resource Center**

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## **Project Narrative**

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## 0. INTRODUCTION

The University of Kansas (KU), a regional leader that offers instruction in more languages than any institution between the Mississippi River and the Rocky Mountains, requests funding to establish the Open Language Resource Center (OLRC) to expand its work in creating Open Educational Resources (OER). The modern language departments at KU include the Department of Slavic Languages and Literatures; the Department of East Asian Languages and Cultures; the Department of French, Francophone and Italian Studies; the Department of Spanish and Portuguese; the Department of Germanic Languages and Literatures; and the Department of African and African-American Studies. The collaborative work of these departments is led by the School for Languages, Literatures and Cultures (SLLC), which was founded in 2014 and advocates broadly for the increasing importance of foreign languages and cultural knowledge in a 21st-century education. Among the notable initiatives of this new School are the creation of a Second Language Studies certificate program, which draws upon the expertise of seven tenured faculty with specializations in Second Language Acquisition, and the creation of the Critical Languages Consortium, which provides support and professional development opportunities for non-tenure line language faculty.

The work of the SLLC is supported by the Ermal Garinger Academic Resource Center (EGARC), a unit founded in 1965 as the KU Language Laboratories, which facilitates the integration of technology into foreign language study. Over the last decade, EGARC has worked with SLLC faculty on a range of projects but has focused mainly on the creation of Open Educational Resources (OER). Among the earliest projects created through this partnership is *Acceso*, an online curriculum for intermediate Spanish that has garnered positive reviews in both *Hispania* and *CALICO Journal* and was recognized with the 2012 Focus Award from the Computer

Assisted Language Instruction Consortium (CALICO). KU's most recent large-scale OER project is *Mezhdu nami*, an online curriculum for beginning Russian that was created with a former KU faculty member (now at Portland State) in collaboration with faculty at Brown University and Columbia University. Since launching in 2015, *Mezhdu nami* has garnered positive reviews in *Canadian Slavonic Papers*, *Language Learning and Technology*, and *Slavic and East European Journal*, and won both the 2016 Access to Language Education Award from CALICO and the 2018 Best Contribution to Language Pedagogy award from the American Association of Teachers of Slavic and East European Languages (AATSEEL). Other major OER projects created by SLLC faculty include *French à la mode*, supplemental activities for beginning and intermediate French; *El español en los Estados Unidos*, supplementary materials centered around issues of cultural identity for Spanish speakers in the United States; an online Somali-English dictionary; and *Imanalla*, a complete curriculum for introductory Quichua.

The work of the KU language faculty takes place within a broader university focus on Open Access that can be traced back over twenty years, and was codified in 2010 when the Faculty Senate passed a resolution declaring that “[t]he faculty of the University of Kansas (KU) is committed to sharing the intellectual fruits of its research and scholarship as widely as possible and lowering barriers to its access.” KU ScholarWorks, a repository of open content hosted by the KU Libraries, currently holds over 20,000 items, including about a dozen dictionaries and textbooks created by KU's Institute of Haitian Studies, two out-of-print textbooks for beginning French, two textbooks for advanced Brazilian Portuguese, a reference grammar of standard Slovene, an intermediate reader for Croatian, and an introductory textbook of modern standard Uyghur. KU's strong commitment to Open Access can also be seen in the Libraries' 2016 OER

Grant Initiative, which supports the adoption of OER on campus, and a Provost-level Textbook Working Group focused on the broader issue of textbook affordability.

KU has helped to shape the Open Access movement by creating award-winning OER, by providing models for faculty engagement, founding the Coalition of Open Access Policy Institutions and playing an active role in the Scholarly Publishing and Academic Resources Coalition, the Open Textbook Network, and the OpenStax Institutional Partner Program. The Open Language Resource Center is, as such, the logical evolution of years of institutional investment in Open Access and the abiding commitment of the faculty of the SLLC to promote the study of languages.

## 1. PLAN OF OPERATION

### 1A. PROJECT DESIGN

---

The OLRC envisions a total of twelve projects that will have both regional and national impact. Nine of the projects involve the creation and dissemination of high quality OER, striking a careful balance between breadth of audience (Spanish, French and German) and demonstrated need for materials in Less Commonly Taught Languages (LCTLs). Included among the latter are materials for languages spoken in Eastern Europe (Russian, Ukrainian, Turkish), East Asia (Chinese), and Africa (Kiswahili, Wolof); the materials in Spanish also focus primarily on Central and South America, while the French materials focus on Francophone Africa. OER projects proposed by the Open Language Resource Center include the following:

- ***Acceso, Second Edition***: a revision of an existing online curriculum for Spanish learners at the Novice High / Intermediate Low level. ([acceso.ku.edu](http://acceso.ku.edu))
- ***Le pont***: an online curriculum for French learners at the Intermediate Mid/High level

- ***Incorporating Corpora:*** an online manual on the use of language corpora, including overview of research in Data-Driven Learning and a selection of assignments
- ***Dobra forma:*** a web-based overview of Ukrainian grammar
- ***Russian Aspect in Conversation:*** online modules on Russian verbal aspect suitable as a supplement to intermediate and advanced Russian courses
- ***Ting Yi Ting:*** online modules that train learners to hear and identify phonemic categories in Mandarin and to associate those phonemes with correct Pinyin orthography
- ***Konuşan Paragraflar:*** an online curriculum for Turkish learners at the Intermediate Mid/High level
- ***Wolof Idiom Dictionary:*** a database with 7,500 of the most common Wolof idioms, with the ability to search by keyword or thematic category
- ***Hujambo!:*** an online curriculum for introductory Kiswahili

The projects in French, German, and Spanish will be accompanied by a series of K-16 workshops held at KU and at partner institutions Fort Hays State University and Johnson County Community College. All three institutions will also host **two-day Modified OPI Assessment workshops** for K-16 language instructors. These OER and professional development initiatives will be accompanied by an annual **World Languages Fair** for K-12 and a **Language OER Conference** to be held as part of broader Open Education Week events at KU.

## **1B. PLAN OF MANAGEMENT**

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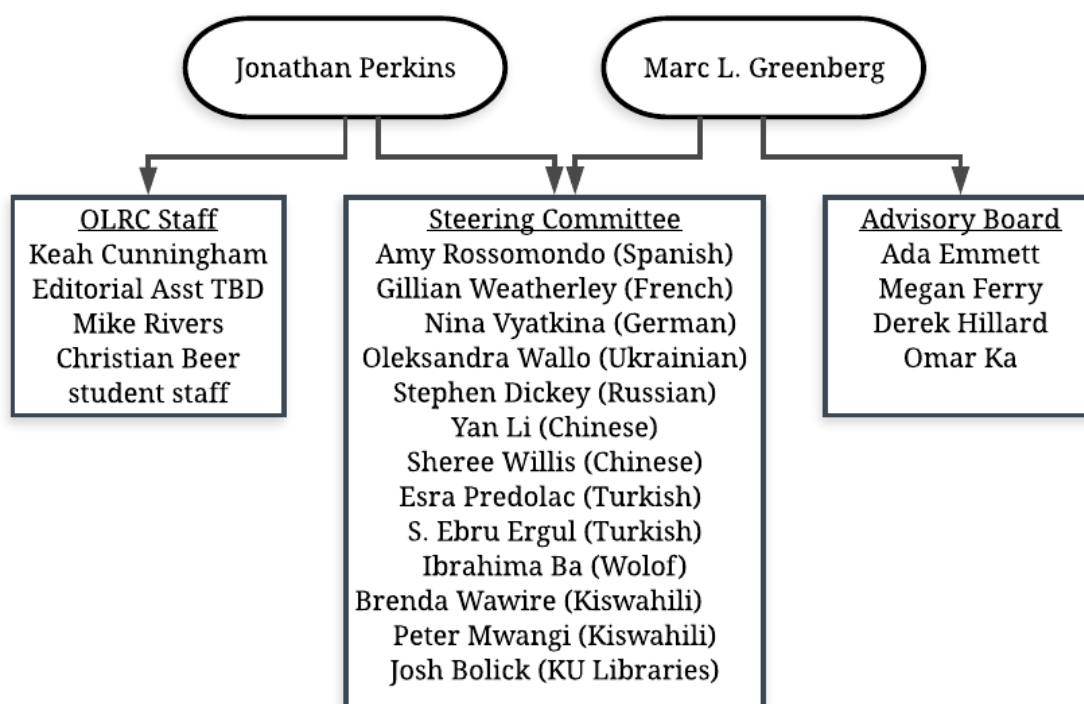
Dr. Jonathan Perkins, Director of EGARC, and Dr. Marc L. Greenberg, Director of the SLLC, will serve as the Co-Directors of the new Open Language Resource Center. They will be supported by EGARC Assistant Director Keah Cunningham, who will lead the technological aspects of the projects, and by an editorial assistant who will assist with project workflow and

track data for internal and federal reporting. This core staff will be supplemented by EGARC Administrative Associate Mike Rivers, SLLC Marketing Coordinator Christian Beer, and a team of student staff drawn from both units.

Co-Director Perkins will conduct the daily operations of the OLRC, including regular oversight over matters of personnel and finance, as well as collaborations with other campus units and grant partners. He will work with Ms. Cunningham to establish suitable templates and platforms for disseminating OER content, and will work with faculty to ensure that all content is of suitable quality and is submitted on established timelines. He will also chair the OLRC Steering Committee, which will consist of Center staff and faculty project leaders, and will serve as an *ex officio* member of the OLRC Advisory Board, providing written quarterly updates and a comprehensive annual report to the Board on project work.

Co-Director Greenberg will chair the OLRC Advisory Board and hold biannual teleconferences with Board members to conduct summative assessments on the quality of project work and conformity with the established performance measures. He will also serve as an *ex officio* member of the OLRC Steering Committee, consulting with the Committee on the summative assessments provided by the Advisory Board. He will consult with Center staff on the preparation of annual performance reports and other issues of personnel and budget. From an institutional standpoint, he will advocate on and off campus for the use of Open Access materials and for the recognition of Open Educational Resources in considerations for promotion and tenure.





*Figure 1. Management Structure of the OLRC*

## 1C. PROJECT OBJECTIVES

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The four main objectives of the Open Language Resource Center correlate directly with the purposes of the Language Resource Center program. First, the main focus of the OLRC is the development and dissemination of new instructional materials that reflect the results of research on effective teaching strategies. Second, of the nine OER projects proposed by the OLRC, six projects (Ukrainian, Russian, Chinese, Turkish, Wolof, Kiswahili) also show significant focus on the teaching and learning of Less Commonly Taught Languages. Third, the materials created in the more commonly taught languages (French, German, Spanish, and increasingly Chinese) have clear application at the secondary school level; indeed, the Spanish curriculum has already been widely adopted by Advanced Placements classes. Fourth, and perhaps most importantly, the OLRC proposal includes K-16 workshops on effective teaching

strategies for Spanish, French, and German, as well as teacher training in the administration and interpretation of foreign language performance tests (the Oral Proficiency Interview).

## **1D. PLAN TO ACHIEVE OBJECTIVES**

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The structure of the OLRC provides both support and accountability to keep projects on track. Individual OER projects will each have a faculty leader. In order to facilitate meaningful feedback on issues of content, projects will either be led by more than one faculty member (Turkish, Chinese, Kiswahili), be provided with supplemental funding to hire staff (Spanish, French, German, Ukrainian, Russian), or be assisted by a member of the Advisory Board with the requisite linguistic expertise (Wolof). The World Languages Fair, OPI workshops and the Language OER Conference will be coordinated by Center staff in close consultation with partners chosen for specific expertise in organizing similar events. Center staff will hold regularly scheduled meetings with project teams, especially during early stages of project development when issues of approach will need to be negotiated. Additional information on project design can be found in Section 7A.

The OLRC Steering Committee, which will consist of Center staff and the faculty project leaders, will meet on a monthly basis to ensure that projects are proceeding according to established timelines, adhering to best practices in fair use and accessibility, and that staff members are aware of upcoming support needs. In addition to providing regular updates on their own projects, faculty will review other active projects and will engage in broader conversations about language pedagogy and materials creation. Josh Bolick, Scholarly Communication Librarian and Chair of KU's Textbook Working Group, will also meet periodically with the group to provide guidance on issues of copyright and Open Access.

The OLRC Advisory Board will meet on a schedule determined by its members, but will focus on biannual teleconferences to review the Center’s work. They will receive written quarterly updates and a comprehensive annual report from the Steering Committee, and will provide input on issues of project content and approach through informal correspondence with project leaders. Additional information on the responsibilities and composition of the Advisory Board can be found in Section 4A.

## **1E. EQUAL TREATMENT AND ACCESS FOR PARTICIPANTS**

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KU’s non-discrimination policy prohibits “discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University’s programs and activities.” The OLRC’s adherence to University policies will be monitored by the Office of Institutional Opportunity and Access, in collaboration with the Office of Diversity and Equity and the College of Liberal Arts and Sciences. The SLLC also has an ongoing initiative with the Vice Provost for Diversity and Equity that encourages underserved and minority students to enroll in less-commonly-taught-language courses as a means to increase both retention (lower teacher-student ratios) and future career opportunities.

All activities proposed by the OLRC fall under of KU’s general policy on accessibility, which applies to all students, faculty, and staff involved in the project. The building in which the proposed Center will be housed is wheelchair accessible, including accessible parking adjacent to the building and elevator access at grade level. Likewise, all spaces in which the Center will hold meetings are accessible to those in wheelchairs and include wayfinding through tactile signage. The Center pledges to seek similar accessibility for any events held in remote venues.

All websites developed by the OLRC will follow accessibility guidelines set forth in the Web Accessibility Initiative of the World Wide Web Consortium (W3C), or suitable equivalents will be provided to ensure equal access. The OLRC will also have access to KU's Office of Student Access Services and the Accessible IT coordinator to consult on issues requiring specialized knowledge or support.

## **2. QUALITY OF KEY PERSONNEL**

### **2A. CENTER STAFF**

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**Dr. Marc L. Greenberg** will serve as Co-Director of the Open Language Resource Center. He holds an M.A. in Slavic Languages and Literatures from the University of Chicago, and a Ph.D. in the same field from the University of California, Los Angeles. He is currently a Professor in the Department of Slavic Languages and Literatures and the inaugural Director of the School of Languages, Literatures and Cultures; his administrative experience includes terms as Chair of the Department of Slavic Languages and Literatures, and the Department of Germanic Languages and Literatures. He is the author of five books and more than three dozen articles on issues related to Slovene grammar and phonology and has served on the editorial boards of seven journals dealing with Slavic linguistics. Among his many accolades are the Award for Outstanding Achievement in the field of Slovene Studies from the Slavic Studies Society of Slovenia, the Best Book in Slavic Linguistics Award from the American Association of Teachers of Slavic and East European Languages, the Excellence in Teaching Award from the KU Center for Teaching Excellence, and the Shulenburg Award for Innovation and Advocacy in Open Access from the KU Libraries. He is the author of *A Short Slovene Reference Grammar* published through the Slavic and Eurasian Language Resource Center at Duke University and is

a member of the Advisory Board for the Center for Urban Language Teaching and Research at Georgia State University.

**Dr. Jonathan Perkins** will serve as the other Co-Director of the Open Language Resource Center. He holds a B.A. in Russian from Middlebury College, and an M.A. and Ph.D. in Slavic Language and Literatures from the University of Kansas. He currently serves as Director of the Ermal Garinger Academic Resource Center and Associate Director of the KU Language Training Center. He is a co-author of *Imanalla*, a curriculum for introductory Quichua, and *Mezhdunami* ([mezhdunami.org](http://mezhdunami.org)), an award-winning open-access Russian curriculum in use at twenty-two universities. He has held various leadership roles in the International Association for Language Learning Technologies, including chair of the 2017 Conference program committee, and editor of the organization's journal; he will also serve as co-host for the 2018 Midwest Association for Language Learning and Technology conference, which will connect presenters at the University of Kansas, the University of Minnesota, and Michigan State University. He currently serves on the advisory board for a Collaborative Technology Innovation grant for the Russian Flagship at Portland State University.

**Keah Cunningham** will serve as the technology lead for the OLRC. She holds a B.S. in Information Systems with an Italian minor, and is in the final stages of coursework for an M.S. in Educational Technology. She is the Assistant Director of the Ermal Garinger Academic Resource Center and has managed a range of projects over the last decade, including all of EGARC's language OER and websites for five National Endowment for the Humanities (NEH) grants. She is a frequent presenter on issues related to technology in the foreign language classroom, including on-campus workshops for NEH and Fulbright grant programs at KU and a Mellon-funded grant at Michigan State University.

## **2B. QUALIFICATIONS OF OTHER KEY PERSONNEL**

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All OER project leaders have extensive experience in fields related to foreign language teaching and have conducted research in areas directly relevant to their projects. Eleven of the twelve hold faculty positions at institutions of higher education, with the twelfth serving as the Director of KU's Confucius Institute. Short biographies of all the project leaders are provided below, with further details available in their *curricula vitae* in Appendix A.

### **1. Acceso, Second Edition (Spanish)**

The *Acceso* project will be led by **Dr. Amy Rossomondo**, Associate Professor in the Department of Spanish and Portuguese, Director of the Spanish language program and Associate Director for KU's Language Training Center. She holds a B.A. in Spanish and Art History from the University of Notre Dame, an M.A. in Hispanic Linguistics from the University of Georgia, and a Ph.D. in Hispanic Linguistics from Indiana University. Her principal areas of research are Second Language Acquisition, the intersection of foreign language pedagogy and technology, and foreign language teacher development. Her research articles have appeared in journals such as *Studies in Second Language Acquisition* and *Hispania*, and she has contributed chapters to volumes published by the American Association of University Supervisor and Coordinators, where she currently serves as Spanish Section Head. Her new elementary curriculum *Contraseña* with coauthor Gillian Lord (University of Florida) has just been published with Lingro Learning, a new web platform created in partnership with the Center for Applied Second Language Studies at the University of Oregon.

Dr. Javier Barosso, Lecturer in Spanish in the Department of Global Studies and Languages at the Massachusetts Institute of Technology, will provide editorial support for the project, especially during the initial year. Additional support will be provided by graduate students, who

will create content during the academic year as part of their graduate coursework and over the summer as Center employees.

## **2. *Le pont* (French)**

The *Le pont* project will be led by **Dr. Gillian Weatherley**, an Advanced Lecturer and Coordinator of Intermediate French in the Department of French, Francophone and Italian Studies. She holds a B.A. in French from University College (London), a post-graduate teaching certificate in French and Spanish from Napier University (Edinburgh), and an M.A. and Ph.D. in French from the University of Kansas. Her work in recent years has included developing a two-semester course for departmental majors and minors who have completed the four-semester language requirement, and a senior-level literature course that uses Digital Humanities to help students engage with texts and work collaboratively. Her research interests include Second Language Acquisition and Computer Assisted Language Learning. A native of the United Kingdom, she has extensive experience teaching both French and Spanish at the secondary level in Scotland, Northern Ireland and New Zealand.

She will be assisted on this project by graduate students who will create content during the academic year as part of their graduate coursework, and GTAs and lecturers who will work over the summer as Center employees. Dr. Kimberly Swanson, Associate Professor of French and Director of the French language program, has also agreed to consult on the project.

## **3. *Incorporating Corpora* (German)**

The *Incorporating Corpora* project will be led by **Dr. Nina Vyatkina**, Professor of German (Applied Linguistics) and Chair of the Department of Germanic Languages and Literatures. She holds a B.A./M.A. equivalent in German Linguistics from Moscow State University and a Ph.D. in German (Applied Linguistics Option) from Pennsylvania State

University. Her research interests include instructed Second Language Acquisition, corpus-based language learning and teaching, and learner corpus research. Her articles on these topics have appeared in leading Applied Linguistics journals. She serves on the Executive Board of the Computer Assisted Language Instruction Consortium and the editorial boards of *Language Learning & Technology* and *International Journal of Learner Corpus Research*. She is a co-recipient of the 2009 Paul Pimsleur Award for Research in Foreign Language Education from the American Council on the Teaching of Foreign Languages (ACTFL). Dr. Vyatkina has given twelve invited talks in seven countries beyond the United States and has a long history of collaboration with German scholars from the University of Tübingen and Humboldt-University in Berlin, where she spent the 2014 fall semester as a U.S. Fulbright scholar.

She will be assisted on this project by lecturers within her department, many of whom have already worked with early drafts of corpus assignments. Their work will include continued pilot testing during the academic year and revisions over the summer as Center employees.

#### **4. Dobra forma (Ukrainian)**

The *Dobra forma* project will be directed by **Dr. Oleksandra Wallo**, Assistant Professor of Ukrainian and Second Language Studies and faculty director of the KU Language Institute in Lviv, Ukraine. Dr. Wallo designed and supervises the 14-week KU Initial Acquisition Training Program in Russian for Special Forces personnel in Ft. Carson, CO. She holds an M.A. in Russian and Comparative Literatures from Pennsylvania State University and a Ph.D. in Slavic Languages and Literatures from the University of Illinois at Urbana-Champaign. Her research interests in second language studies include acquisition of Slavic case systems and the teaching and learning of Ukrainian grammar through processing instruction. This project grows out of research on input processing and the acquisition of Slavic case systems that has included



interviews and questionnaires with forty Anglophone learners of Ukrainian. Preliminary results of this study were presented at the 2017 AATSEEL conference and at an international workshop on teaching Ukrainian held at the University of Victoria later that same year.

She will be assisted on the project by Olha Korinets, who served as a Fulbright Foreign Language Teaching Assistant at KU during AY 2017-18 and piloted early drafts of some of the modules in the first-year language sequence.

### **5. Russian Aspect in Conversation**

The *Russian Aspect in Conversation* project will be led by **Dr. Stephen Dickey**, Professor and Chair in the Department of Slavic Languages and Literatures. He received a B.A. in Russian and German from the University of Kansas, and an M.A. and Ph.D. in Slavic Linguistics from Indiana University. He has served as the President of the Slavic Cognitive Linguistics Association and as the Associate Editor of *Journal of Slavic Linguistics* and is currently on the editorial board of *Contrastive Linguistics* (*Съпоставително езикознание*) and the advisory board for *Czech and Slovak Linguistic Journal*. He has published extensively on aspect in Slavic, including a dozen articles and a book, with a second book currently under contract.

He will be assisted on the preliminary modules by two advanced graduate students, Olga Savchenko and Margaret Godwin-Jones. Graduate students in an advanced seminar on aspect will also participate in the creation of the latter modules. Dr. Alina Israeli, Associate Professor of World Languages and Cultures at American University, and Dr. Laura A. Janda, Professor of Linguistics at the University of Tromsø, have agreed to act as consultants for the project.

### **6. Ting Yi Ting: Online Training in Chinese Phonemes and Pinyin Orthography**

The *Ting Yi Ting* project will be directed by **Sheree Willis**, Director of KU's Confucius

Institute, and **Dr. Yan Li**, Associate Professor in the Department of East Asian Languages and Cultures and Coordinator of the Chinese language program.

**Sheree Willis** holds B.A. and M.A. degrees from the University of Kansas in East Asian Languages and Cultures and is a Ph.D. candidate in Foreign Language Education at the University of Kansas in the final stages of writing her dissertation. Her research interests are literacy acquisition in Chinese, and issues related to training novice Chinese language teachers. As the Director of the Confucius Institute, she has developed a highly successful distance-learning program that provides Chinese language instruction to K-12 schools in the region, and has successfully competed for seven annual STARTALK federal grants to offer distance-learning Chinese summer camps to high school students. Ms. Willis has supervised and trained nearly seventy native speaker instructors from China, and regularly provides workshops and training for Chinese language teachers in the region and at national conferences. She has worked as a freelance Chinese-English interpreter and translator for over ten years and served as a Foreign Service Officer with the U.S. Department of State in Tunis, Shanghai, Beijing, and Kuala Lumpur.

**Dr. Yan Li** holds a B.A. and an M.A. in Chinese Linguistics from Peking University, and a Ph.D. in Second Language Acquisition from the University of Southern California. Her current research focuses on the acquisition and instruction of Chinese function words, issues surrounding articulation between secondary and post-secondary language programs, and the efficacy of learner use of online applications to master Chinese tones. Under her guidance, the department has reshaped its Chinese language curriculum to a complete immersion approach and has added a fourth- and fifth-year Chinese curriculum. In addition to her work as the Chinese language Coordinator, she is the Director of KU's Project Global Officers program, which

provides scholarships to students in the Reserve Officers Training Corps (ROTC) that are studying Arabic, Chinese, Hindi, Japanese, Korean or Russian.

### **7. Konuşan Paragraflar: A Standards-Based Approach to Advanced Turkish**

The *Konuşan Paragraflar* project will be led by **Saadet Ebru Ergul**, Lecturer of Turkish at Stanford University, and **Dr. Esra Predolac**, Lecturer of Turkish and Coordinator of the Critical Languages Consortium at the University of Kansas.

**Saadet Ebru Ergul** holds a B.Sc. from Bilkent University (Turkey), an M.B.A. from Başkent University (Turkey), and an M.A. in Applied Linguistics from Texas Tech University. Her research interests include oral proficiency assessment, teacher training and curriculum development, interculturality, and technology-enhanced language learning. She is a trainer at Stanford's Fulbright Language Teaching Assistant orientation and has served as a Turkish language consultant for the National Foreign Language Center at the University of Maryland. She is a member of the Executive Board of the American Association of Teachers of Turkic Languages and an assembly member of both the National Council of Less Commonly Taught Languages and the American Council on the Teaching of Foreign Languages.

**Dr. Esra Predolac** holds a B.A. in English Language Teaching from Hacettepe University (Turkey), an M.A. in English Language Teaching from Gazi University (Turkey), an M.A. in Linguistics from Syracuse University, and a Ph.D. in Linguistics from Cornell University. She has extensive experience teaching Turkish, German, and English language courses as well as courses in general linguistics. Her general research interests include Turkic syntax, language assessment, intercultural competency, and second language acquisition. Her current projects investigate noun phrase constructions in Turkic and strategies to reduce

interlanguage fossilization. Like Ms. Ergul, she currently serves on the Executive Board of the American Association of Teachers of Turkic Languages.

### **8. Wolof Idiom Dictionary**

The *Wolof Idiom Dictionary* project will be directed by **Dr. Ibrahima Ba**, Lecturer of Wolof in the Department of African and African-American Studies and of French in the Department of French, Francophone and Italian Studies. He holds an M.A. in English (with a Linguistics focus) from Université Gaston Berger, and a Ph.D. in Linguistics from the University of Kansas. His research interests include the morpho-syntax of West African languages, particularly Pulaar (also known as Fula or Fulani) and Wolof. A native of Senegal, he was the recipient of a four-year Fulbright graduate fellowship from the U.S. Department of State and has served as both Treasurer and Vice-President of the Fulbright Students Association.

Special consultation on this project will be provided by Advisory Board member Dr. Omar Ka, Associate Professor and Chair of Modern Languages, Linguistics and Intercultural Communication at the University of Maryland (Baltimore County), who has published extensively on Wolof, including several textbooks.

### **9. Hujambo! A Standards-Based Approach to Introductory Kiswahili**

The *Hujambo!* project will be directed by **Dr. Peter Mwangi**, Kiswahili Lecturer, and **Dr. Brenda Wawire**, Kiswahili Lecturer and the Coordinator of African and Diasporic Languages, both of the Department of African and African-American Studies.

**Dr. Peter Mwangi** holds a B.A. in Swahili Language and Literary Studies from Moi University (Kenya) and an M.A. in Applied Linguistics, an M.Ed. in Educational Administration, and a Ph.D. in Higher Education and Student Affairs from Ohio University. Prior to joining the University of Kansas, he taught Kiswahili at various universities in the U.S., including Indiana

University, the University of Oregon, and the University of Virginia. He also worked at the Language Acquisition Resource Center at San Diego State University as the lead Swahili cultural consultant on the 2017 Swahili STARTALK infrastructure. His research interests include intercultural competence and the role of Less Commonly Taught Languages in the internationalization of higher education in the United States.

**Dr. Brenda Wawire** holds a B.A. in English, Linguistics and Literature from Kenyatta University (Kenya), an M.A. in Modern Languages from the University of Mississippi, and a Ph.D. in Curriculum and Instruction (Foreign and Second Language Education) from Florida State University. She has taught courses in Kiswahili, English and foreign/second language pedagogy and has extensive experience in Kiswahili curriculum design as a curriculum developer through the STARTALK Infrastructure project. Her general research interests include second language acquisition, language and literacy acquisition across languages, motivation and feedback in second language writing, language assessment, and curriculum development. Her current research projects investigate the uptake and retention of feedback in second language writing.

Dr. Peter Ojiambo, Associate Professor of African & African-American Studies and former African Languages Coordinator, has agreed to consult on the project.

## 2C. TIME COMMITMENT OF KEY PERSONNEL

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	Year 1	Year 2	Year 3	Year 4
Jonathan Perkins, Co-Director	50%	50%	50%	50%
Marc L. Greenberg, Co-Director	10%	10%	10%	10%
Keah Cunningham, Technology Lead	50%	50%	50%	50%
TBD, Editorial Assistant (half-time)	100%	100%	100%	100%
Amy Rossomondo, Spanish Project Leader	10%	10%	6%	6%
Gillian Weatherley, French Project Leader	10%	10%	10%	10%
Nina Vyatkina, German Project Leader	10%	5%	5%	5%
Oleksandra Wallo, Ukrainian Project Leader	10%	10%		
Stephen Dickey, Russian Project Leader			10%	10%
Yan Li, Chinese Project Co-Leader	6%	6%		
Sheree Willis, Chinese Project Co-Leader	6%	6%		
Esra Predolac, Turkish Project Co-Leader	6%	6%	6%	6%
S. Ebru Ergul, Turkish Project Co-Leader	6%	6%	6%	6%
Ibrahima Ba, Wolof Project Leader	6%	6%	6%	6%
Brenda Wawire, Kiswahili Project Co-Leader	6%	6%	6%	6%
Peter Mwangi, Kiswahili Project Co-Leader	6%	6%	6%	6%

## 2D. NONDISCRIMINATORY EMPLOYMENT PRACTICES

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KU's non-discrimination policy states, "In accordance with Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Executive Order 11246, Title IX of the Education Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act, the Vietnam Veterans Readjustment Assistance Act of 1974, the Jobs for Veterans Act of 2002, the Kansas Acts Against Discrimination and all other applicable civil rights and nondiscrimination statutes, the University of Kansas prohibits discrimination. Specifically, the *University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities* [emphasis added]."

The OLRC's adherence to those University policies will be monitored by the Office of Institutional Opportunity and Access, in collaboration with the Office of Diversity and Equity and the College of Liberal Arts and Sciences, which will administratively house the OLRC. The Diversity, Equity and Inclusion plan of the College makes clear its commitment to "[d]evelop policies and practices that purposely recruit to increase the representation of historically minoritized populations within the College's faculty, staff and administration."

### **3. BUDGET AND COST EFFECTIVENESS**

#### **3A. ADEQUACY OF BUDGET**

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The budget of the Open Language Resource Center has been structured to maximize the use of financial resources, and to adequately support its project activities. The OLRC will be housed in the Ermal Garinger Academic Resource Center, an existing unit in the same building as SLLC faculty that will provide all of the technical infrastructure for the projects as well support for the administrative and financial aspects of the grant. The proposed budget provides for some expansion of staff to manage projects, but the bulk of the work will be made possible through the commitment of existing staff, including a large group of student employees.

The OLRC also gains efficiencies by close collaboration with other campus units with related missions. The Office of International Programs and KU's Area Studies Centers, for example, bring a wealth of additional knowledge and personnel to outreach efforts like the World Language Fair and broader advocacy for the work of internationalization across campus and the region. Cooperation with the KU Libraries provides access to national leadership in the field of Open Access, and extensive expertise in conference planning that will help the OLRC keep its primary focus on issues of content creation. The close cooperation with the Kansas

Department of Education, as well as the Kansas World Language Association and the Foreign Language Association of Missouri, also brings a level of integration with K-16 communities that would be difficult to reproduce through OLRC staffing.

While the OLRC will provide access to all materials through websites and/or free downloads, some of the larger projects (*Le pont*, *Konuşan Paragraflar* and *Hujambo!*) will offer a print-on-demand option for workbooks in order to generate additional revenue to support Center activities. This freemium model has proven particularly successful with workbooks for the Russian curriculum *Mezhdu nami*, the revenue from which has already helped to fund subsequent OER projects.

### **3B. APPROPRIATENESS OF BUDGET**

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The OLRC will complete an impressive number of projects over the course of the grant period, including curricula for Spanish, French, and Turkish that will cover approximately 90 contact hours at the post-secondary level and a curriculum for Kiswahili that will cover approximately 150 contact hours at the post-secondary level. In addition to these large-scale OER projects, there are five smaller OER projects that meet clear instructional needs, a series of K-16 workshops on effective teaching strategies, a series of two-day Modified OPI Assessment workshops, an annual World Languages Fair for K-12, and a Language OER Conference to be held as part of broader Open Education Week events at KU.

This amount of activity is ambitious, but is made financially possible by lessons learned from a decade of producing award-winning OER using only existing budget lines. The existing infrastructure and personnel provided by EGARC will allow the OLRC to allocate the majority of its budget to those with the specific content-area expertise needed to create materials. While the amounts allocated are certainly not commensurate with the value these faculty and graduate



students will bring to the project, they do provide some additional assurance that work will proceed in a timely manner. The budget also allows for faculty travel both to ensure high quality formative feedback during the creation process and to target dissemination efforts toward specific audiences likely to use the resources.

## **4. EVALUATION PLAN**

### **4A. QUALITATIVE MEASURES**

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Instructional materials created by the OLRC will be intentionally iterative and informed by regular formative assessments. Projects have been purposefully designed to provide each project leader with a named partner (Turkish, Chinese, Kiswahili), supplemental funding to hire staff (Spanish, French, German, Ukrainian, Russian), or a member of the Advisory Board with the requisite linguistic expertise (Wolof); work on projects will not take place in isolation from other experts in that specific language. While lengthy discussions of project design have already taken place, each project leader will be asked to submit a more detailed plan before any project is initiated.

In addition to work on their individual projects, project leaders will meet each month as members of the OLRC Steering Committee to get feedback on draft materials. This secondary formative assessment will provide high-end discussions of curricular approach and a close approximation of the student experience as project leaders work through materials outside of their immediate fields of expertise. This collaborative effort will be facilitated by members of the Committee with knowledge of several of the project languages, as well as the large number of materials designed for beginning-level learners. As materials reach a stage of relative maturity, faculty will be expected to share materials with colleagues outside of KU for informal

peer review and possible pilot testing. That peer review will expand further through presentations at scholarly conferences and workshops explicitly funded under the grant.

The OLRC Advisory Board, which will consist of specialists with established (inter)national credentials in areas relevant to the Center's proposed projects, will provide additional formative feedback through informal correspondence with project leaders. They will also receive written quarterly updates and a comprehensive annual report from the Steering Committee and will conduct biannual summative assessments of all OLRC work. Short biographies of all the Advisory Board members are provided below, with further details available in their *curricula vitae* in Appendix A.

#### **ADVISORY BOARD**

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**Ada Emmett** is the Director of the Shulenburg Office of Scholarly Communication and Copyright at the University of Kansas. She holds a B.A. in Linguistics from the University of Michigan and an M.L.I.S. from the University of Washington. Her research focuses on scholarly communication and publishing and examines issues regarding the equity and justice of future models for the scholarly communication system. She played a significant role in the development of KU's Open Access (OA) policy in early 2008, and led the faculty senate's Open Access Implementation Task force in 2009-2010. In her current position she leads the ongoing implementation of OA services and scholarly communication outreach, working with faculty on rights issues related to authorship and classroom sharing. Ms. Emmett regularly consults with schools around the country working on developing, passing, and later implementing OA policies.

**Dr. Megan Ferry** is an Associate Professor of Chinese and Asian Studies in the Department of Modern Languages and Literatures at Union College. She received a B.A. in Asian Studies and German from Mt. Holyoke College, and M.A. and Ph.D. degrees in

Comparative Literature (Chinese and German) from Washington University in St. Louis. In addition to teaching Chinese language at all levels, she teaches courses in Chinese and Asian-American film, gender and sexuality in Modern China, and East Asian literature and culture. She has also written widely on Chinese women writers in 1920s and 1930s; advertising, consumerism, and sexuality in contemporary China; and China-Latin America and China-African relations. In addition to these publications, she authored the Chinese curriculum for the Schenectady Public Schools.

**Derek Hillard** is a Professor of German and Head of the Department of Modern Languages and Literatures at Kansas State University. He received a B.A. in Germanics from the University of Washington, and an M.A. and Ph.D. in Germanic Studies from Indiana University. In addition to teaching German courses at all levels, he teaches a range of courses on nineteenth- and twentieth-century German literature. His monograph on post-war European poet Paul Celan considers the illusion and the real projected by poetry and the nature of reality for a poet whose family and culture had been erased. His current project covers a range of authors including R. M. Rilke, Ernst Jünger, Robert Musil, and Alfred Döblin, and argues that rather than conceiving of emotion as either bodily or cognitive, these authors show the body to be necessarily complicated by the narrative imaginary.

**Dr. Omar Ka** is an Associate Professor and Chair of Modern Languages, Linguistics and Intercultural Communication at the University of Maryland (Baltimore County). Among his many degrees are a B.A. and M.A. in Linguistics from the University of Dakar (Senegal) and a Ph.D. in Linguistics from the University of Illinois at Urbana-Champaign. His research focus is on language planning and education in Senegal, Wolof prosodic structure, and language planning and policy issues that African countries face as they develop literacy. Among his many

publications on Wolof are *Nanu Degg Wolof: A Multidimensional Approach to the Teaching and Learning of Wolof as a Foreign Language*. He served as a Senior Fulbright Lecturer at Cheikh Anta Diop University and Gaston Berger University in Senegal (2005-2006), and is currently Associate Editor and a manuscript reviewer for the journal *Studies in African Linguistics*. As a campus leader, he serves as the faculty advisor for the student organization Muslims Without Borders, after serving in similar positions for the African Students Association and the Muslim Students Association.

#### **4B. QUANTITATIVE MEASURES**

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The Open Language Resource Center has set three goals for the upcoming grant cycle, each of which produces quantitative data. The specific goals, data indicators, and yearly targets are reflected in the Performance Measure Form provided in Appendix D.

The first goal of the OLRC is to create and disseminate a wide range of high quality instructional materials for world languages. This is the largest of the three goals and includes materials for nine languages, including six Less Commonly Taught Languages. In addition to the annual targets set in the performance measures, the Center will track traffic on the individual project websites and sales of print-on-demand items.

The second goal of the OLRC is to provide professional development opportunities for K-16 instructors, particularly those with limited access to such opportunities. Activities to be undertaken in fulfillment of this goal are a series of summer workshops in French, German, and Spanish, as well as annual OPI assessment workshops. In addition to the annual targets set in the performance measures, the Center will collect demographic data on workshop participants, including type of educational institution, as part of the registration process. Participants will also be asked to complete online questionnaires with questions built on the Likert scale to produce

quantitative measures of the efficacy of the workshops, as well as open-ended questions to solicit qualitative data to improve future iterations of the workshops.

The third goal of the OLRC is to promote the study of language and the use of OER through large-scale public programming. Activities to be undertaken in fulfillment of this goal are a World Languages Fair for K-12 and a Language OER Conference. Like the measurements for the aforementioned workshops, the Center will collect demographic data on participants, including type of educational institution, as well as administering questionnaires to solicit both quantitative and qualitative feedback on the events.

## **5. ADEQUACY OF RESOURCES**

### **5A. OLRC FACILITIES**

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The Open Language Resource Center will be housed in EGARC alongside KU's Project Global Officers and Language Training Center programs. This location will provide access to approximately 6,000 square feet of space, including two active learning classrooms, a computer lab, a media-enhanced conference room, a soundproofed recording studio, and underutilized office space. It will also place the OLRC in the same building as the language departments of the SLLC, enabling efficiencies through shared administrative support and technical infrastructure. Additional video support, including facilities for green screen interviews and a glass lightboard for instructional videos, will be provided by KU's Media Production Studio, located in a neighboring building.

### **5B. EQUIPMENT AND SUPPLIES**

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EGARC will provide all equipment and software needed for OLRC projects from its existing resources. Project staff will have access to a fully-equipped three-station development

area, in addition to a bank of laptops, hand-held voice recorders, USB microphones, video and still cameras and other related technologies.

Most of the OER project work will be conducted in digital format, but funds are allocated in the budget for printing costs and other expendable supplies related to public programming.

## **6. NEED AND POTENTIAL IMPACT**

### **6A. EXTENT OF NEED**

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The OER projects in this proposal were solicited through an open call to all language faculty and were selected through a careful balance between demonstrated need and the potential number of users. Faculty leading OER projects are all established professionals whose knowledge of language materials in their field is informed by personal experience in the classroom and participation in professional organizations focused on issues of language learning.

The project descriptions below provide the rationale for each project, as well as a broad outline of its approach to suggest the degree to which each might contribute to improving foreign language study in the United States.

#### **1. *Acceso*, Second Edition (Spanish)**

The *Acceso* curriculum has been adopted by numerous colleges and universities and is widely used by Spanish teachers at the secondary level, particularly those teaching Advanced Placement courses. Despite the success of *Acceso*, however, it reflects an early stage in KU's development of language materials and is in need of an update if it is to continue serving as a major OER resource for Spanish and a platform for further development.

The new edition of *Acceso* will include some aesthetic changes, but the bulk of the technical work will involve replacing the 177 Flash-based quizzes with HTML5 equivalents, upgrading the

online glossary, and refilming videos. From a content standpoint, the project team will update existing materials, removing items that have become less relevant with the passage of time, and creating new modules that reflect more current issues like the Dreamers, Puerto Rican statehood in the aftermath of Hurricane Maria, the Catalanian movement toward independence from Spain, and the Venezuelan government's crackdown on political opposition. This new edition of *Acceso* will also absorb content from the subsequently produced *El español en los Estados Unidos*, which focuses on issues of cultural identity of Spanish speakers in the United States. To aid in the adoption process, the revised edition will debut an improved instructor resource area built within the Canvas LMS to include updated daily lesson plans, sample tests, and other curricular supports, including discussion fora.

This work will be accompanied by a renewed push to promote *Acceso* both as an Open Access resource and as a venue for sharing curricular materials. A series of three-day summits will be held starting in Year 2 of the grant, bringing together K-16 teachers with Dr. Rossomondo and other national leaders in Spanish language pedagogy, including Dr. Fernando Rubio, Associate Professor of Spanish and Co-Director of the Second Language Teaching and Research Center at the University of Utah, and Dr. Gillian Lord, Professor and Chair of the Department of Spanish and Portuguese at the University of Florida. Work at the initial summit will also be guided by Dr. Chris Mohn of Fort Hays State University, who will host the second summit during the summer of 2021 at her home institution, approximately 230 miles from the KU campus. The third summit will be held at Johnson County Community College, located approximately 40 miles from the KU campus in the Kansas City metro area. K-12 teachers attending the summit will gain professional development points for participation. KU will award a graduate-level course credit to those submitting a new content module for *Acceso* or lesson plans mapping existing *Acceso* resources onto K-12 learning goals; tuition for these credits will be waived, with just a \$75 campus fee required from each participant.

## **2. Le pont (French)**

While resources abound for students working to achieve an intermediate level of proficiency, many students struggle with the transition to the more broadly focused classes at the advanced level. Indeed, the imperfect articulation between secondary and post-secondary language programs, particularly with regard to credits granted through exams, leaves many students with notable grammatical *lacunae* that need to be addressed if they are to continue successful study of the language.

*Le pont* is intended to bridge this gap while promoting cultural understanding of the varied groups of people who share French as a common language. The online textbook will require students to analyze target structures within context and make their own observations about when and how those structures are used. This inductive method will be enhanced by online computer-graded activities that provide immediate feedback for students to track their own comprehension. Providing students with this preview of the target structures will allow learning through a flipped model, freeing up class time to work on more open-ended communicative activities that explore the Francophone world. The online textbook will also be designed with a system of HTML anchor tags that make it easy for instructors to provide links that take students directly to the relevant explanations. After completing a range of oral activities during class, the learner will move on to workbook exercises that move them from input/discrimination activities (which are missing in many curricula) to comprehension/processing activities and eventually to production exercises. Workbook materials will be available as a free pdf download or as print-on-demand.

The introduction of this curriculum will be accompanied by a series of workshops for regional K-16 instructors. One workshop will be integrated into the annual French Immersion



Day held on the KU campus. A second workshop will be held just prior to the joint conference of the Kansas World Language Association and the Foreign Language Association of Missouri, which is held in the Kansas City area. A third workshop will be hosted by partner institution Fort Hays State University. Instructors in secondary contexts will be invited to work with the team on mapping resources to K-12 learning goals.

### **3. Incorporating Corpora (German)**

Language corpora began to inform the creation of textbooks and reference materials not long after the first electronic corpora became available in the 1960s. The concept of Data-Driven Learning, the use of corpora in instructed second language acquisition, can be traced to the late 1980s. Despite fifty years of use and a substantial body of literature showing their efficacy in the classroom, however, language corpora are far from a common pedagogical tool. Indeed, teachers attempting to move from theory to praxis will find very few pedagogical manuals or user-friendly corpus tutorials, especially for languages other than English.

*Incorporating Corpora* will provide an online manual on the use of corpora to teach German to English-speaking learners. It will include a brief overview of research in Data-Driven Learning, as well as guides for using corpora and a selection of corpus-based assignments to be piloted in KU German courses and revised using emic data (teacher and learner perceptions) gathered after their implementation. The first iteration of the manual will be made available on a project website by the end of summer 2019 and will be the basis for a series of K-16 teacher workshops to be held on the KU Lawrence Campus, at Johnson County Community College and at Fort Hays State University. Teachers participating in these workshops will explore the use of language corpora in language teaching and will be invited to submit their own activities for inclusion in the online manual.

#### **4. Dobra forma (Ukrainian)**

Textbooks like *Beginner's Ukrainian* (2013) and *ЯБЛЮКО: Elementary Ukrainian* (2015) are good solutions for heritage learners of Ukrainian or for those with prior experience in Russian. They fall short, however, for those learners without this foundational knowledge, as the presentation of grammar in these books is often telegraphic and relies too heavily on direct explication of rules and the use of mechanical drills.

*Dobra forma* will provide a web-based overview of Ukrainian grammar with contextualized activities that enable students to internalize correct grammatical forms as they focus on the communication of meaning. This approach recognizes that students need to see, hear, and process a target structure in context multiple times before they can reliably produce it themselves. The modules will, therefore, begin with activities that encourage students to comprehend what is said or written before they focus on how the target structure encodes that meaning; and only after these crucial, initial steps will the students proceed to activities in which they produce the target structures themselves. Known in Second Language Studies as structured input and structured output, these activities will enable students to gain an implicit knowledge of grammar that will increase their ability to interpret new structures.

Approximately forty modules will cover basic usage for nouns, pronouns, and adjectives; basic verb usage in the past, present, and future tenses, as well as the imperative; an introduction to verbal aspect and verbs of motion; basic use of cardinal and ordinal numerals; yes/no and special questions; and comparative and superlative adjectives. In addition to free downloadable pdf worksheets, each module will include a series of computer-graded activities.

## **5. Russian Aspect in Conversation**

The aspectual category of Russian verbs, expressing a perfective vs. imperfective opposition, has long been the dominant topic in discussions of Russian grammar. It has been the subject of numerous books and countless articles, but the meanings expressed by the perfective and imperfective aspects remain the subject of considerable debate. Studies into the 1980's focused almost solely on arguing for a version of completed action vs. action in process as the meanings of the aspects, whereas more recent studies have proposed other central meanings for Russian aspect and/or explored the effects of aspect in discourse. Pedagogical materials, however, remain largely focused on this overly simplistic completed action vs. action in process distinction, causing students to commit errors in their speech and writing well into the advanced level.

*Russian Aspect in Conversation* will begin with introductory modules reviewing basic aspectual usage but concentrating on morphologically complex verbs that are generally problematic for Anglophone learners of Russian. Learners will then continue on to modules on the use of imperatives and of modal constructions with infinitives (must, want, and can), and then to modules exploring three different kinds of statements of fact in the imperfective aspect.

The five core modules of this online resource will introduce factors that involve the speaker's communicative intent and beliefs and/or the dynamics between speaker and hearer. Each module will include computer-graded exercises in which users are asked to identify the speaker's communicative intentions. These comprehension exercises will be followed by exercises in which the user is provided with a discourse situation and is asked to choose an utterance with the most appropriate aspect. Customized feedback on all incorrect answers will be provided to guide the student toward a more nuanced understanding of aspectual meaning.

Such exercises are designed to train the student to focus on interpreting the aspectual usage of the speaker, facilitating more appropriate responses in conversational situations.

## **6. Ting Yi Ting**

The acquisition of lexical tone is often cited by Anglophone learners of Mandarin Chinese as the most daunting hurdle in learning the spoken language. Indeed, the challenges of lexical tones, in addition to the opaque writing system, contribute significantly to the classification of Mandarin Chinese as one of the most difficult for English speakers to learn. In addition to tones, English speakers also struggle with specific phonemic distinctions that are not present in English. The situation is complicated by the use of the Hanyu Pinyin system of Romanization, which was originally designed to promulgate standardized pronunciation among native speakers, not for use in teaching Chinese as a foreign language. Indeed, some of the spelling conventions of Hanyu Pinyin, particularly the spelling of rimes, have been shown to cause confusion for learners and even to negatively impact pronunciation. When mastered, however, Hanyu Pinyin is a highly useful tool that enables learners to look up new words in a bilingual dictionary, to type Chinese characters, and to read and pronounce the names of unfamiliar people and places. However, because instruction in Pinyin is not communicative in nature, and extensive work would use valuable class time, it is usually given scant attention as a learning tool.

*Ting Yi Ting* will be an online guide that enables learners to hear and identify phonemic categories in Mandarin, including lexical tones, in a variety of phonetic contexts, and to associate those phonemes with correct Pinyin orthography. It will be structured as 27 modules, with eight focused on tone recognition, eleven focused on initials and simple finals, and eight focused on compound finals. The project will present a new approach that is specifically geared toward

native speakers of English. The presentations will include video tutorials, extensive audio examples, computer-graded comprehension checks, and downloadable pdf worksheets.

### **7. Konuşan Paragraflar**

The current textbooks for learners of Turkish trying to move from the intermediate to advanced level are simply not suitable for use in the U.S. higher education system. Materials are either designed for learners who live in Turkey as foreign nationals and receive several hours of instruction per day in an immersion setting or are exclusively dedicated to grammar drills and exercises. Neither pay any meaningful attention to communicative competence, presenting material with an overreliance on tables and charts in place of explanations and overwhelming students with an avalanche of vocabulary that is either assumed knowledge or presented in one unit and then not seen again. Material presented in reading and listening activities is neither authentic nor of practical use, while structured speaking and writing activities are few and far between. Moreover, Turkish culture is largely ignored, limited for the most part to a few colorful pictures presented without any thought to integration with the larger themes of the unit.

*Konuşan Paragraflar* will take a process-oriented and student-centered approach geared specifically for Anglophone learners of Turkish. Activities will be guided by the three modes of communication (interpersonal, interpretive, and presentational) and the exploration of authentic materials will be structured to encourage cross-cultural comparisons. Learning outcomes will be clearly provided at the beginning of each unit, with grammar and vocabulary introduced in a carefully controlled manner and with a wide variety of activity types that increase in complexity over the course of the unit.

Each unit will have a text written by the authors to introduce the theme(s) of the unit as well as an authentic text, both with warm-up activities and reading comprehension questions that

require the learner to work *on* and *with* the text and to identify the text type, topic sentence, supporting arguments, and other salient details. Each text will be accompanied by a “Spotlight on Culture” section that examines a cultural practice, product, and/or perspective mentioned in the text in addition to explanatory sections on grammar and vocabulary. Task-based, communicative activities focused primarily on developing speaking skills (information gap, choice, and feedback) will be employed throughout each unit. Each unit will conclude with an extended writing assignment that activates schemata for vocabulary, syntax, and cultural content, while exploring a variety of different text types, including personal writing, public writing, social writing, creative writing, and institutional writing. Homework assignments will be provided in pdf format and print-on-demand versions.

#### **8. Wolof Idiom Dictionary**

While mastery of core vocabulary and basic grammatical structures are undoubtedly crucial in learning a language, most textbooks pay little or no attention to the wealth of idiomatic expressions that students will hear during encounters with native speakers. Learning even a modicum of idioms from the beginning of language study will ensure that learners understand the figurative and cultural dimensions of language and will help them to sound more natural when speaking.

The *Wolof Idiom Dictionary* will create an online resource that explains 7,500 of the most common Wolof idioms, with the ability to search by keyword or thematic category (family, time, education, etc.). This thematic organization will facilitate easy integration of this resource into existing curricula at all levels, as well as into self-study. Once the format is clearly established, the serialized nature of the project will also allow for submissions from other Wolof instructors and native speakers. In addition to the online dictionary, the project will create a card-based

matching game for students at the elementary-school level to focus on cultural comparisons. Cards will be produced in sets of 100, with half containing the literal translation of a Wolof idiom and the other half containing an English idiom roughly equivalent in meaning.

### **9. Hujambo!**

Enrollment in Kiswahili language programs in the United States has seen enormous increases over the last 20 years, but this surge in interest has yet to produce curricular materials that meet the needs of these new 21<sup>st</sup>-century learners. Indeed, the most widely used introductory Kiswahili textbooks stray far from the world readiness standards that serve as the roadmap for learners to develop communicative and cultural competence. Existing textbooks either focus primarily on grammar, or present material that is poorly sequenced and at times inappropriate for the level of the learner. Instructors are required, therefore, to adopt a textbook that requires both extensive course planning and the creation of supplemental activities to meet course objectives.

*Hujambo!* will provide a complete web-based curriculum for introductory Kiswahili organized into twelve units that chronicle the adventures of two American students studying abroad in Tanzania and Kenya for an academic year. Learners follow them from their arrival at the airport until they depart home, providing an opportunity to learn about their host families, academic pursuits, and free time with friends. Conversations with members of the local community, as well as emails and texts they send to one another, will provide meaningful insight about their encounters with a new culture and how it shapes their view of the larger world.

*Hujambo!* will be built following backward design, with units organized thematically to provide a broad overview of Kiswahili language and culture. Each unit will introduce the desired learning outcomes, followed by a list of summative performance assessment tasks. Units

will begin with dialogues or monologues that model the language, cultural content, and targeted grammatical constructions, before moving on to carefully scaffolded comprehension and information gap activities that encourage interaction with classmates. Contextualized grammar explanations will be accompanied by computer-graded activities that allow students to work on these new concepts outside of class time. Workbooks providing in-class activities and homework assignments will be provided in both downloadable pdf and print-on-demand formats.

### **10. World Languages Fair**

The Modern Language Association's February 2018 report, entitled *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016*, paints a bleak picture. Enrollments dropped 9.2% between 2013 and 2016, the second largest drop since the organization began collecting data in 1958; the percentage of students enrolled in modern languages has also fallen to the lowest it has been in over thirty years. While reductions in faculty lines and the elimination of foreign language requirements certainly have had a role to play, the simple fact is that most undergraduates do not seem adequately motivated to prepare for an increasing global future.

The World Languages Fair is a daylong event that will bring middle- and high-school students, teachers, and parents to campus for a day focused on exploring world languages and cultures. Following the model of Michigan State's immensely successful World Languages Day, the KU event will begin with a plenary session followed by a series of concurrent 30-minute sessions that run throughout the day. Sessions will include mini-lessons in a range of languages, presentations on target cultures, and discussions of how intercultural competence can enhance different fields of study. Running parallel to these sessions will be information booths where



students can learn more about language-related scholarships, study abroad opportunities, and internationally-focused student organizations.

The Fair will draw students from a large region, including both the Topeka and Kansas City metro areas, which are less than an hour's drive from KU. Regional colleges and universities, including partner institution Johnson County Community College, will be invited to host instructional sessions and to share informational materials. Students will also be provided with a "passport" to be stamped for each session on a Less Commonly Taught Language that they attend. Students with at least three such stamps will receive a special World Languages Fair t-shirt, which will help to promote future Fairs to students who may not have (yet) been able to attend.

The annual event, starting in Fall 2019, will be co-sponsored by the Office of International Programs and KU's Area Studies Centers. To the extent possible, supplemental funding will be provided to schools who might be unable to attend the event due to transportation costs.

### **11. Oral Proficiency Interview (OPI) Training Workshops**

The Oral Proficiency Interview (OPI) is generally recognized as the gold standard for assessing speaking proficiency in secondary and post-secondary institutions in the U.S. As a criterion referenced assessment, it is a preferred option for the increasingly popular Seal of Biliteracy in K-12 and for program assessment in federal programs like the Foreign Language and Area Studies fellowships. While materials explaining the format of the OPI are readily available, training in the administration of the exam is prohibitively expensive for most instructors, particularly those who would be required to travel to a remote site to receive the training.

In order to increase understanding of OPI assessment techniques within the region, the OLRC will host an annual two-day Modified OPI Assessment Workshop, which will acquaint instructors with the rating scale and structure of the OPI and provide practice administering and rating interviewees from the Novice to Advanced levels. Workshops will be scheduled in consultation with the Kansas World Language Association and the Foreign Language Association of Missouri, with at least one workshop held at Fort Hays State University and another at Johnson County Community College. Trainers for these workshops will be provided by the American Council on the Teaching of Foreign Languages.

## **12. Language OER Conference**

Despite a growing community of practitioners and supporters, awareness of the breadth and quality of foreign language OER remains a major obstacle to more widespread acceptance. The Center for Open Education Resources and Language Learning at the University of Texas has done an admirable job promoting collaboration and a sense of community, including regular promotion of KU's *Acceso* curriculum, but the distance of 700 miles greatly limits its ability to speak directly with instructors in the region covered by the OLRC.

During the third and fourth years of the grant, KU will, therefore, host a Language OER Conference as part of the broader Open Education Week events sponsored by the KU Libraries. This one-day event will feature two invited keynote speakers with (inter)national profiles in the OER movement, as well as a range of panel discussions, 20-minute presentations, and shorter lightning talks, all with extended time for discussion. Specific proposals will be solicited from OLRC project leaders, partner institutions Fort Hays State University and Johnson County Community College, as well as from colleges and universities of all sizes, K-12 institutions, and anyone else involved in open education or open pedagogy. While the major themes of the

conference may shift in the interim, possible topics include Creative Commons licensing; instructional design and publishing platforms; community building and advocacy; accessibility, inclusion, and diversity; OER trends and innovation in K-12; and evaluation of OER for tenure and promotion.

While preference will be given to on-site presenters, remote presentations will be permitted in special cases. The event will be live streamed and recorded for those unable to attend the event in person.

## **6B. POSSIBLE EXTENT OF USE**

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All materials created by the OLRC will be distributed via the Web and will thus be available to the widest possible audience. Materials will be openly licensed, providing instructors with the ability to access and reproduce the materials, as well as to prepare derivative works for their specific needs. While some items may be available with a paid print-on-demand option, this will be in addition to an identical free pdf download. Many of the OER also contain computer-graded exercises, making them suitable for independent study.

The OER created for Spanish, French, German, and Chinese will have the largest audience. The revised edition of *Acceso* has already shown wide application in secondary and post-secondary contexts, and the focus on crowdsourcing as a way to expand the curriculum will enable it to remain relevant as the growth of the Latinx/Hispanic population continues to drive demographic change across the United States. *Le pont* will have ready application in post-secondary contexts, and additional supports would make it accessible in secondary contexts, particularly in Advanced Placement and immersion programs. *Incorporating Corpora* will be designed for those wanting to use corpora to teach German to English-speaking learners, but its approach and models would have ready application in any language with established corpora. *Ting Yi Ting* will be developed

by a team with experience teaching Chinese in both secondary and post-secondary contexts, and promotion of the resource will be facilitated by the Confucius Institute.

The other OER projects will likely enjoy a high rate of adoption, but within a relative small audience. Among these, *Hujambo!* might enjoy the largest audience as it is at the introductory level and could easily be adapted for secondary contexts with some additional curricular supports. *Konuşan Paragraflar* will provide a much-needed curriculum for learners of Advanced Turkish and could be a key for them to develop true communicative competence in the language. The web-based modules that make up *Dobra forma* will utilize the 1,000 most common vocabulary items, making them easy to incorporate into any elementary or intermediate course in Ukrainian. The review of aspect and the ability for instructors to adopt core modules individually or as a group would make *Russian Aspect in Conversation* a valuable supplement in either intermediate or advanced Russian courses. The *Wolof Idiom Dictionary* would have a similarly broad appeal as a supplement to courses at all levels.

Workshops proposed during the grant period will provide professional development opportunities for almost 300 K-16 teachers, having ripple effects that will continue for years to come. Much the same could be said for the 1,200 students in the region that OLRC will have to campus for the World Languages Fair, and the community building that will result from the two Language OER conferences.

## **6C. CONTRIBUTION TO FOREIGN LANGUAGE STUDY IN THE U.S.**

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The projects in this proposal provide a balance between breadth of audience (Spanish, French, German) and meeting a clear need for quality instructional materials in Less Commonly Taught Languages. The latter include materials for languages spoken in Eastern Europe (Russian, Ukrainian, Turkish), East Asia (Chinese), and Africa (Kiswahili, Wolof); the materials

in Spanish also focus primarily on Central and South America, while the French materials focus on Francophone Africa.

As with prior work by SLLC faculty, projects are designed to foster discussions of curricular design and materials development. To the extent possible, projects are embedded within the graduate curriculum or are designed so as to provide the opportunity for the broader public to submit content for inclusion. The K-16 workshops are similarly designed to bring senior KU language faculty in contact with junior colleagues to provide research-based training and individualized mentoring. In the broadest sense, the OLRC views the creation of materials as a learning process nearly equal in value to the final product. The professional development of teachers, particularly those teaching Less Commonly Taught Languages, is crucial for creating a new generation with both a high level of linguistic proficiency and the importance of cultural differences in this increasingly globalized world.

For a detailed discussion of the impact of each project, see Section 6A.

## **7. LIKELIHOOD OF ACHIEVING RESULTS**

### **7A. QUALITY OF METHODS AND PROCEDURES**

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While the Open Language Resource Center is a new LRC proposal, it is the natural evolution of a long-standing and productive collaboration between the faculty in the School for Languages, Literatures and Cultures, and the staff of the Erma Garinger Academic Resource Center. The Co-Directors of the OLRC, who also head the two constituent units, are both authors of Open Access language materials and national advocates for the expansion of Open Access in academic contexts (see *vitaes* in Appendix A).

Over the last decade, KU has established a record of producing high quality language OER, most notably the *Acceso* Spanish curriculum and the *Mezhdunarodny* Russian curriculum, KU Open Language Resource Center – Project Narrative

which have received positive reviews in major scholarly journals and awards from major professional organizations. The materials creation projects in this proposal are of long-standing interest to the SLLC faculty and are part of larger research agendas that are endorsed by their departments. In some cases, work on these projects will be embedded into graduate student training and will be a major component in consideration for promotion and tenure. The projects reflect a broad range of languages from every department in the SLLC, involving faculty with ranks ranging from lecturer to full professor, two of whom are departmental chairs. The establishment of the OLRC is, as such, a clear declaration of the importance of Open Access as a means of research and pedagogical training at KU, as well as a way to lower barriers to high quality language materials.

Technology will be used on OER projects only to the extent that it furthers pedagogy and will not be a defining characteristic of any of the projects. Materials will be placed online primarily to enable the use of multimedia (e.g., audio and video) and interactivity (e.g., word glosses, H5P computer-graded questions), with higher-end functionality like Learning Record Stores used sparingly to refine explanations and comprehension questions. The OLRC would welcome a partnership with another LRC focused on creating advanced educational technologies but in need of content for development purposes.

OLRC work on faculty development will be accomplished through strategic partnerships with area institutions and organizations. The K-16 summer workshops in French, German, and Spanish will rotate among KU, Fort Hays State University, and Johnson County Community College; support in recruiting for the events will be provided by the World Languages Coordinator for the Kansas Department of Education, as well as the Kansas World Language Association and the Foreign Language Association of Missouri. The OPI workshops will follow

a similar model, with the possibility of the fourth workshop being held at KU's Edwards Campus near Kansas City or another school in the region.

The World Languages Fair will be co-sponsored by KU's Area Studies Centers and the Office of International Programs, which will provide assistance in the planning and execution of the event. The Fair draws inspiration from two earlier initiatives aimed at undergraduate students: the Foreign Language Buffet, which provided 20-minute lessons in a range of Less Commonly Taught Languages, and the far larger International Jayhawk Festival, which brings all of the internationally-focused units and student groups together for an information fair punctuated with games and performances. The World Languages Fair is also inspired by the success of the *Schülerkongress*, a statewide competition for Kansas high-school students of German, which is co-sponsored by the Kansas Association of Teachers of German and the KU Department of Germanic Languages and Literatures. Planning for the World Languages fair will be led by Jonathan Perkins, Co-Director of the OLRC, and Christian Beer, Coordinator of the International Jayhawk Festival. Regina Peszat, World Languages Education Program Consultant for the Kansas Department of Education, will serve on the planning committee along with representatives from the Kansas World Language Association and the Foreign Language Association of Missouri.

The Language OER Conference will be organized by Josh Bolick, Scholarly Communication Librarian and Chair of KU's Textbook Working Group, and Jonathan Perkins, Co-Director of the OLRC. Mr. Bolick has arranged several similar conferences over the past few years as part of the broader Open Education Week events sponsored by the KU Libraries. Additional assistance with the conference will be provided by the KU Libraries Office of Communications and Advancement.

## **7B. ACHIEVABILITY OF PLANS**

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The projects proposed by the OLRC are well planned and have adequate financial resources and personnel to be achieved. They are largely embedded in broader initiatives on the KU campus and draw expertise and support from partnerships with other institutions of higher education (Fort Hays State University and Johnson County Community College) and K-16 professional organizations (Kansas World Language Association, Foreign Language Association of Missouri).

Building on hard-earned wisdom about project management, planning for all of these projects has included extensive discussions with faculty about establishing realistic and achievable goals for the grant period. Projects have purposefully been broken down into smaller units that will follow a consistent form of presentation. Those projects composed of a large number of small modules (Spanish, German, Ukrainian, Russian, Chinese, Wolof) will be posted online after a suitable number of modules have been created to establish a template. Projects with a more typical chapter structure (French, Turkish, Swahili) will be initially posted in pdf format before moving to online delivery. This focus on establishing a consistent form will cause some lag in producing the initial parts of the projects but will avoid the need for major content revisions or restructuring of project websites. The templating of projects also allows for staff without specific linguistic expertise to process content efficiently.

## **8. DESCRIPTION OF FINAL FORM OF RESULTS**

### **1. *Acceso*, Second Edition (Spanish)**

*Acceso* is a complete curriculum for learners at the Novice High / Intermediate Low level and is structured for a minimum of 90 contact hours at the post-secondary level, although there



has been widespread use by Advanced Placement courses. The final form of the curriculum will include 150 revised modules taken from the current site (about 85% of the current content), and 100 additional modules created during the grant period. Contributions will be solicited from a variety of sources, including the 75 participants in the K-16 workshops held in conjunction with the project.

## **2. *Le pont* (French)**

*Le pont* will be a complete curriculum for learners at the Intermediate Mid/High level, structured for a minimum of 90 contact hours at the post-secondary level, although adaptable for use in advanced classes at the secondary level. The final form of the curriculum will be an eight-chapter online textbook and an accompanying workbook in pdf and print-on-demand format. The project will also provide training for 75 instructors as part of summer workshops.

## **3. *Incorporating Corpora* (German)**

*Incorporating Corpora* will consist of an overview of research in Data-Driven Learning, and no less than 40 corpus-based assignments, including those solicited from the 100 participants in the K-16 workshops held in conjunction with the project.

## **4. *Dobra forma***

*Dobra forma* will provide a web-based overview of Ukrainian grammar consisting of 35 modules that will include a series of computer-graded activities and downloadable pdf worksheets.

## **5. *Russian Aspect in Conversation***

*Russian Aspect in Conversation* will provide seven web-based modules on Russian verbal aspect suitable as a supplement to intermediate and advanced Russian courses. The self-guided nature of the modules, including the computer-graded exercises also make it suitable for independent study.

## **6. Ting Yi Ting**

*Ting Yi Ting* will provide 27 online modules that train beginning learners to hear and identify phonemic categories in Mandarin and to associate those phonemes with correct Pinyin orthography. The presentations will include video tutorials, extensive audio examples, computer-graded comprehension checks, and downloadable pdf worksheets.

## **7. Konusan Paragraflar**

*Konuşan Paragraflar* will provide a complete curriculum for learners at the Intermediate Mid/High level and is designed for classes providing at least 90 contact hours at the post-secondary level. The online textbook of sixteen chapters will be accompanied by worksheets available as a pdf download or as print-on-demand.

## **8. Wolof Idiom Dictionary**

The online *Wolof Idiom Dictionary* will create an online resource that explains 7,500 of the most common Wolof idioms, with the ability to search by keyword or thematic category (e.g., family, time, education, etc.). The project will also create a card-based matching game for students at the elementary-school level to focus on cultural comparisons between Wolof and English idioms.

## **9. Hujambo!**

*Hujambo!* will provide a complete introductory Kiswahili curriculum intended for approximately 150 contact hours at the post-secondary level. The online textbook will be organized in 12 units that chronicle the adventures of two American students studying abroad in Tanzania and Kenya for an academic year. Workbooks providing in-class activities and homework assignments will be provided both as downloadable pdf and print-on-demand.

## **10. World Languages Fair**

The World Languages Fair will be a daylong event that brings middle- and high-school students, teachers, and parents to the KU campus for a day focused on exploring world languages and cultures. Regional schools, including partner institution Johnson County Community College, will be invited to present as well. The event will grow from 300 to 500 students in the course of the grant, and should become a regular self-funding event once established.

## **11. Oral Proficiency Interview (OPI) Training Workshops**

The OLRC will host a series of two-day Modified OPI Assessment Workshops for K-16 instructors each year of the grant, with one training at partner institution Fort Hays State University and another at partner institution Johnson County Community College. The workshops will provide training to forty instructors over the course of the grant.

## **12. Language OER Conference**

The Language OER Conference will be held in the third and fourth year of the grant as part of the broader Open Education Week events sponsored by the KU Libraries. The planned attendance for the event is 60-75 people, but the event will also be live streamed with recordings posted on the OLRC website for those unable to attend the event.

## **9. COMPETITIVE PREFERENCE PRIORITY 1**

Six of the nine Open Educational Resource projects show a clear focus on Less Commonly Taught Languages, including representation from Eastern Europe (Russian, Ukrainian, Turkish), East Asia (Chinese), and Africa (Kiswahili, Wolof). A similar focus can be seen in the World Languages fair, which will include passport stamps for LCTL sessions, and the Language OER Conference, which will highlight a wide range of OER materials.

## 10. COMPETITIVE PREFERENCE PRIORITY 2

The three OER projects focused on the most-studied foreign languages in the U.S. (French, German, Spanish) are accompanied by workshops to be held on-site with our MSI partner Fort Hays State University and our community college partner Johnson County Community College. The grant will also provide for an on-site OPI workshop for each partner, in addition to access to the workshops held at KU. Both partner institutions have been invited to participate in all of the other public programming, as will other Minority Serving Institutions and community colleges in the region.

## 11. LIST OF FREQUENTLY USED ACRONYMS

AATSEEL	American Association of Teachers of Slavic and East European Languages
ACTFL	American Council on the Teaching of Foreign Languages.
CALICO	Computer Assisted Language Instruction Consortium
EGARC	Ermal Garinger Academic Resource Center
IALLT	International Association for Language Learning Technology
KU	University of Kansas (UK is the University of Kentucky)
OER	Open Educational Resources
OLRC	Open Language Resource Center
OPI	Oral Proficiency Interview
SLLC	School for Languages, Literatures and Cultures

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

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# **University of Kansas**

# **Open Language Resource Center**

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## **Appendix A**

### **Abbreviated Curricula Vitae for Key Personnel**

## **Appendix A**

### **Abbreviated Curricula vitae of Key Personnel**

#### **Center Staff**

Marc L. Greenberg (Co-Director).....	1
Jonathan Perkins (Co-Director) .....	4
Keah Cunningham (Technology Lead).....	7

#### **Project Staff**

Ibrahima Ba (Wolof).....	9
Javier Barroso (Spanish) .....	11
Stephen M. Dickey (Russian).....	14
Saadet Ebru Ergul (Turkish).....	17
Yan Li (Chinese).....	20
Mary Christine Mohn (Spanish) .....	23
Peter Nderitu Mwangi (Kiswahili).....	26
Peter Chrisanthus Otiato Ojiambo (Kiswahili).....	29
Esra Predolac (Turkish).....	32
Amy E. Rossomondo (Spanish).....	35
Kimberly A. B. Swanson (French) .....	38
Nina Vyatkina (German).....	41
Oleksandra Wallo (née Shchur) (Ukrainian).....	44
Brenda Wawire (Kiswahili).....	47
Gillian Weatherley (French).....	50
Sheree W. Willis (Chinese).....	52

#### **Advisory Board**

Ada Emmett.....	55
Megan M. Ferry .....	58
Derek Hillard .....	62
Omar Ka .....	65

## Marc L. Greenberg

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### **CURRENT AND PAST POSITIONS**

Director, School of Languages, Literatures & Cultures, University of Kansas, 2014–  
Chair/Receiver, Dept. of Germanic Langs. & Lits., University of Kansas, 2012–2014  
Acting Associate Dean, Humanities, University of Kansas, 2012  
Chair, Dept. of Slavic Languages & Literatures, University of Kansas, 2000–2011  
Professor of Slavic Langs. & Lits.; Linguistics; Russian, East European, Eurasian Studies, 1990–

### **EDUCATION**

**PhD:** Slavic Languages and Literatures, 1990, UCLA. *A Historical Analysis of the Phonology and Accentuation of the Prekmurje Dialect of Slovene*; Mentors: Henrik Birnbaum, Alan Timberlake.

**MA:** Slavic Languages and Literatures, University of Chicago, 1984

**BA:** Slavic Languages and Literatures, UCLA, 1983; *Magna cum Laude*

### **AWARDS AND HONORS (SELECTED)**

Swiss National Science Foundation, Universität Zürich, for Workshop “Variation in space and time: clausal complementation in South Slavic,” 17–19 March 2016 (ca. \$1800 USD).  
Moravian-Silesian Region Research Grant, University of Silesia, Opava, Czech Republic, to support research and scholar-in-residence, November 2011.  
U.S DoE Grant, Title VI, Slavic and East European Language Resource Center (SEELRC), U. of North Carolina (Chapel Hill) and Duke University, 2005.  
Franklin Research Grant, American Philosophical Society, 2005, Slovene dialect project  
KU International Studies Travel Grant for International Conferences to attend conference “Current Problems of Finno-Ugric Linguistics” at the Mari State University, Marii El Republic, Russia,  
IREX Short-term Research Grant to travel to conference and collections in Ljubljana, Slovenia, 1996.  
NEH Research Fellowship for University Teachers, 1993. [Books 2000, 2002; 2000 awarded “Best Book in Slavic Linguistics” by Am. Assoc. of Teachers of Slavic & E. Eur. Languages.]

### **PUBLICATIONS**

#### **Books**

2008. *A Short Reference Grammar of Slovene* (= *LINCOM Studies in Slavic Linguistics* 30). Munich: Lincom. ISBN 978-3-89586-965-5  
2006. [\*Short Slovene Reference Grammar\*](#). *Reference Grammar Network*. Duke University / University of North Carolina, Chapel Hill: SEELRC.  
2002. *Zgodovinsko glasoslovje slovenskega jezika* [trans. of *A Historical Phonology of the Slovene Language*] Maribor: Založba Aristej. ISBN 961-220-036-X



2000. *A Historical Phonology of the Slovene Language* (= *Historical Phonology of the Slavic Languages*, 13). Heidelberg: C. Winter Universitätsverlag. ISBN 3-8253-1097-3

### Selected Articles

- 2017 With Borowski, Krzysztof, Joseph Schallert, and Curt Woolhiser. "Slavic Dialectology: A Survey of Research since 1989." *Journal of Slavic Linguistics* 25(2): 303–336.
- 2017 With Bolick, Josh, Ada Emmett, Brian Rosenblum, Townsend A. Peterson. "[How Open Access is Crucial to the Future of Science](#)." *The Journal of Wildlife Management* 81/3.
- 2017 "Slavs as Migrants. Mapping Prehistoric Language Variation." *Definitely Perfect. Festschrift for Janneke Kalsbeek*. Genis, René, Eric de Haard, Radovan Lučić (eds.) (= *Pegasus Oost-Europese Studies* 29): 169–183. Amsterdam: Pegasus.
- 2017 "Chapter XI/2 Slavic." Kapović, M. (ed.). *The Indo-European Languages*. London: Routledge.
2016. With A. Townsend Peterson, Ada Emmett, Josh Bolick, Brian Rosenblum. "Subsidizing Truly Open Access," *Science* (17 Jun 2016): Vol. 352, Issue 6292, pp. 1405. DOI: 10.1126/science.aag0946.
2015. "[Introduction](#)." S. Tol and of R. Genis (eds.), *Bibliography of Slavic Linguistics*, 3 vols.: xxv–xxxviii. Leiden: Brill.
2015. "12: The Slavic Area: Trajectories, Borders, Centres, and Peripheries in the Second World." D. Smakman and P. Heinrich, eds. *Globalising Sociolinguistics: Challenging and Expanding Theory*, 164–177. London: Taylor & Francis.
2014. "[George L. Trager's Field Notes on the Prekmurje Dialect Spoken in Bethlehem, Pennsylvania, USA](#)." Leben, A., M. Orožen, and E. Prunč, eds. *Beiträge zur interdisziplinären Slowenistik. Prispevki ki meddisciplinarni slovenistiki. Festschrift für Ludwig Karničar zum 65. Geburtstag*: 119–125. Graz: Leykam.
- 2014 (with Emmett, A., Peterson, A.T., et al.). "[Bottlenecks in the Open-Access System: Voices from Around the Globe](#)." *Journal of Librarianship and Scholarly Communication*, 2(2), 11–10.
- 2013 (with Holub, Zbyněk). "A Circum-Pannonian Word-Prosodic Parallel: Paroxytonic Accent in the South-West Bohemian Dialect." *Jezikoslovni zapiski* 19/2: 11–26.
2013. "[Prekmurščina med slovanskimi jeziki](#)" [Prekmurje dialect as a Slavic language]. Avgust Pavel. *Prekmurska slovenska slovnica. Vrednetytan*. Trans. M. Bajzek Lukač, ed. M. Jesenšek. (= Zbirka Zora 100): 401–412. Bielsko-Biala, Budapest, Kansas, Maribor, Prague: Zora.
- 2013 (with Peterson, A. Townsend, A. Emmett). "[Open Access and the Author-Pays Problem: Assuring Access for Readers and Authors in a Global Community of Scholars](#)." *Journal of Librarianship and Scholarly Communication* 1/3: 1–8.
- 2012 (with Snoj, Marko). "[O jeziku slovanskih prebivalcev med Donavo in Jadranom v srednjem veku \(pogled jezikoslovcev\) / On the Language of the Medieval Slavic Population in the Area between the Danube and the Adriatic \(from a Linguistic Perspective\)](#)." *Zgodovinski časopis / Historical Review* 66/3–4 (146): 276–305.
2011. "[A Balkanism in Central Europe? Realis vs. Irrealis in Subordinate Clauses in Prekmurje Slovene](#)." *Dialektologie a geolingvistika v současné střední Evropě*, ed. by Zbyněk Holub and Roman Sukač: 8–18. Opava: Slezská univerzita v Opavě.

2011. “[The Illyrian Movement: A Croatian Vision of South Slavic Unity](#).” *Handbook of Language and Ethnic Identity: The Success-Failure Continuum in Language Identity Efforts*, vol. 2, ed. by Joshua A. Fishman and Ofelia García: 364–380. Oxford: Oxford UP.

#### **OTHER PROFESSIONAL ACTIVITIES AND ACCOMPLISHMENTS (RECENT)**

##### **Leadership**

- 2017 Editorial Board, *Lingua Montenegrina*, Cetinje, Montenegro  
 2017– Editorial Board, *Književni jezik*, Sarajevo, Bosnia and Herzegovina  
 2016–19 General Editor (with R. Genis), *Encyclopedia of Slavic Languages & Linguistics*, Brill  
 2014–17 Executive Committee, Association of Departments of Foreign Languages, New York, NY  
 2014– Editorial Board, *Naučnaja periodika: problemy i rešenija*, Moscow  
 2014– Board of Directors, Gabriel Al-Salem Foundation, US and Kazakhstan  
 2013–14 Chair, Executive Committee, Slavic Linguistics Society  
 2013– Editorial Board, *Voprosy onomastiki*, Moscow and Ekaterinburg  
 2011–14 Executive committee, Slavic Linguistics Society  
 2008–16 Linguistics Editor, *Slavia Centralis*, Maribor, Lawrence, Prague, Budapest, Bielsko-Biala  
 2005– Editorial Board, *Slavica et Croatica Iadertina*, Zadar  
 97–11 Editor-in-Chief (with Marko Snoj), *Slovenski jezik / Slovene Linguistic Studies*, Ljubljana

##### **HONORS/AWARDS**

- 2017- Corresponding member, Slovenian Academy of Sciences and Arts, Ljubljana, Slovenia.  
 2014 Outstanding Honors Seminar, University of Kansas Honors Program, November 2014.  
 2014 Shulenburg Award for Innovation & Advocacy in Open Access, University of Kansas, October 2014.

**Jonathan Perkins**  
Ermal Garinger Academic Resource Center  
University of Kansas  
1445 Jayhawk Boulevard, Room 4070  
Lawrence KS 66045  
jperkins@ku.edu

### **EDUCATION**

- 2006 Ph.D., Slavic Languages and Literatures, University of Kansas.  
Dissertation: Redefining the Russian Fantastic Tale (1825-1842): An Analysis of Mikhail Zagoskin's *An Evening of the Khopyor*. Defended with Honors.
- 1998 Summer Russian Language Institute, St. Petersburg State University, St. Petersburg, Russia
- 1993 Master of Arts, Slavic Languages and Literatures, University of Kansas
- 1990 Bachelor of Arts, Russian / Soviet Area Studies, Middlebury College
- 1989 Semester Study Abroad, Pushkin Institute for the Russian Language. Moscow, Russia

### **ADMINISTRATIVE APPOINTMENTS**

- 2007- Director, Ermal Garinger Academic Resource Center, University of Kansas
- 2013- Associate Director, University of Kansas Language Training Center
- 2001-2007 Associate Director, Ermal Garinger Academic Resource Center, University of Kansas
- 2001-2002 Acting Director, Ermal Garinger Academic Resource Center, University of Kansas
- 2000-2001 Assistant Director, Ermal Garinger Academic Resource Center, University of Kansas
- 1999-2000 Less-Commonly Taught Languages Webmaster, University of Kansas
- 1997 Coordinator of Intensive Elementary Russian Summer Program, University of Kansas

### **SELECTED PUBLICATIONS AND PRESENTATIONS**

- Mezhdu nami: An Interactive Introduction to Russian!* With Lynne de Benedette, William J. Comer and Alla Smyslova. [<http://www.mezhdunami.org/>]
- “OER as the New Mission of the Language Laboratory.” 2015 International Association for Language Learning Technology Conference. Cambridge, MA.
- “The Individualized Hybrid Distance Model: A Student-Centered Approach to Language Learning,” with Michael DeHaven. 2015 Computer Assisted Language Instruction Consortium Conference. Boulder, CO.
- “Machine Translation in the 21st Century Foreign Language Classroom.” 2014 Conference of the Foreign Language Association of Missouri with the Kansas World Language Association. Kansas City, MO.
- “Creating an Ecosystem for OER (on a Shoestring Budget).” 2013 International Association for Language Learning Technology Conference. Ft. Lauderdale, FL.
- “The LLC as Facilitator in Integrating Web 2.0 Applications into the Language Curriculum,” with Keah Cunningham. *Management Manual of the International Association of Language Learning and Technology*. 2013.

- “Why Foreign Language Grad Students Should Care About OER.” *COERLL Blog: Conversations on Open Education for Language Learning*. May 1, 2013. [<http://blog.coerll.utexas.edu/>]
- Imanalla: An Introduction to Kechwa*. With Nina Kinti-Moss. Distributed in electronic format under a Creative Commons license. [<https://egarc.ku.edu/quichua>]. First edition, January 2013.
- “OER on a Shoestring Budget.” Webinar series of the International Association for Language Learning Technology. September 26, 2013.
- Panelist, “Creating, Sharing, and Collaborating.” The Power of Openness Symposium: Improving Foreign Language Learning Through Open Education. Austin, TX. August 10, 2012. [at invitation of Center for Open Educational Resources for Language Learning, University of Texas at Austin].
- “Web 2.0 and the Flipped Classroom.” 2012 Conference of the Kansas World Languages Association. Overland Park, KS.
- “Strategic Visions and Tactical Realities on the Frontlines of Digital Humanities: Russia’s Great War & Revolution,” with Scott Palmer. 2011 Conference of the Institute for Digital Research in the Humanities. Lawrence, KS.
- “Finding a Needle in a Haystack: A Web 2.0 Workshop,” with Keah Cunningham. 2011 International Association for Language Learning Technology Conference. Irvine, CA. [four-hour workshop]
- “Life Among the “Natives”: The Trials and Tribulations of Creating an All-Digital Curriculum,” with Amy Rossomondo. 2010 Computer Assisted Language Instruction Consortium Conference. Amherst, MA.
- “Acceso: A Web-Based Approach to Translingual and Transcultural Competence,” with Amy Rossomondo and Rosalea Postma-Carttar. 2009 International Association for Language Learning Technology Conference. Atlanta, GA.

#### **SELECTED PROFESSIONAL DEVELOPMENT IN LANGUAGE AND TECHNOLOGY**

- VoiceThread Certified Educator certification (Spring 2018)
- Modified Oral Proficiency Interview Assessment Workshop, American Council on the Teaching of Foreign Languages. University of Kansas (January 4-5, 2018)
- Russian Refresher Course, School of Russian, Middlebury College. July 5-13, 2015.
- “Place-Based Mobile Game Design for L2 Learning and Teaching.” 2012 Computer Assisted Language Instruction Consortium Conference. South Bend, IN. Full-day workshop. June 13, 2012.
- “Speaking of Grants: Funding Possibilities for Language Educators.” Center for Educational Resources in Culture, Language, and Literacy. Two-day online workshop. May 29-30, 2012.
- “Using Social Networking Technology.” Center for Advanced Research on Language Acquisition. Online Summer Institute. June 20 – August 19, 2011.
- “Cultura Communities in the Classroom: From Online Discussions to Classroom Interactions.” 2008 Computer Assisted Language Instruction Consortium with the International Association for Language Learning Technology Conference, San Francisco CA.
- “Virtual Worlds and Language Teaching: Real Ideas for a Virtual Classroom.” 2008 Computer Assisted Language Instruction Consortium with the International Association for Language Learning Technology Conference, San Francisco CA.

Certificate Program for Technology and Language Instruction, Center for Educational Technology, Middlebury College. Summer 1998.

### **SELECTED NATIONAL SERVICE**

Advisory Committee Member, E-ReTool: The Reading Tool to Solve a Critical Challenge in Russian Language Flagship Programs (Portland State University). Collaborative Technology Innovation Initiative Award, National Security Education Program. (AY 2018-19)

Membership Coordinator, International Association for Language Learning Technology (2015- )  
Program Committee Chair, 2017 International Association for Language Learning Technology Conference

Program Committee, 2015 International Association for Language Learning Technology Conference

Webmaster, Slavic and East European Folklore Association (2008- 2015)

Secretary-Treasurer, Slavic and East European Folklore Association (2012 - 2014)

New Media Team, Russia's Great War and Revolution [<http://russiasgreatwar.org>] (2010 - 2013)

On-Line Journal Manager, *Folklorica: Journal of the Slavic and East European Folklore Association* [<https://journals.ku.edu/folklorica>] (2010 - 2014)

### **GRANTS AND FELLOWSHIPS**

Co-Principal Investigator, Building Language Capacity to Meet National Security Needs: University of Kansas Language Training Center. Funded by Institute for International Education, 2013-19. (approximately \$650K annually)

Working Group Chair / Steering Committee, Next Generation Humanities PhD Planning Grant. Funded by the National Endowment for the Humanities (AY 2016-17)

US Department of State Program for Research and Training on Eastern Europe and the Independent States of the Former Soviet Union (Title VIII) Advanced Research Fellowship (AY 1998-99)

Foreign Language and Area Studies Fellowships, University of Kansas, Lawrence KS (Summer 1998, AY 1994-95, 1993-94, 1992-93)

### **PROFESSIONAL MEMBERSHIPS**

Computer Assisted Language Instruction Consortium

International Association for Language Learning Technology

Kansas World Language Association

### **LANGUAGES**

Russian	Advanced in all skills
Polish	Reading Knowledge
French	Reading Knowledge
Spanish	Reading Knowledge

## **Keah Cunningham**

Ermal Garinger Academic Resource Center · University of Kansas · 1445 Jayhawk Blvd.,  
Room 4073 Wescoe Hall · Lawrence, KS 66045 · 785-864-3512 · keah@ku.edu

### **EDUCATION**

- 2020 Master of Science, Education Technology, University of Kansas
- 2009 Bachelor of Science, Information Systems, Italian minor, University of Kansas
- 2008 Summer Study Abroad, Centro Linguistico Italiano Dante Alighieri (CLIDA), Florence, Italy
- 2007 Semester Study Abroad, Consortium Institute of Management and Business Analysis (CIMBA), Paderno del Grappa, Italy

### **EMPLOYMENT**

- 2012- Assistant Director, Ermal Garinger Academic Resource Center, University of Kansas
- 2011-2012 Information Specialist, Ermal Garinger Academic Resource Center, University of Kansas
- 2009-2011 Educational Support Technologist, Ermal Garinger Academic Resource Center, University of Kansas

### **CONFERENCE PRESENTATIONS AND PUBLICATIONS**

- 2017 “Starting Small: Creating an Assortment of Open Educational Resources.” International Association for Language Learning Technology Conference. Moorhead, MN.
- 2016 “Top 6 Technology Tools for Foreign Language Instructors 2016.” Computer Assisted Language Instruction Consortium Conference. East Lansing, MI.
- 2015 “Adding to Your Digital Toolbox: Technology Skills Every Foreign Language Instructor Should Have.” Foreign Language Education and Technology (FLEAT) VI Conference. Cambridge, MA.
- 2014 “Top 10 Technology Tools for Foreign Language Instructors: A Condensed Rundown.” Computer Assisted Language Instruction Consortium Conference. Athens, OH.
- 2013 “The LLC as Facilitator in Integrating Web 2.0 Applications into the Language Curriculum,” with Jonathan Perkins. *Management Manual of the International Association of Language Learning and Technology*. 2013.
- 2013 “Web 2.0 YouTube Tools: Transforming YouTube Videos for Pedagogical Purposes,” with Jonathan Perkins. International Association for Language Learning Technology Conference. Fort Lauderdale, FL. [three-hour workshop]
- 2012 “A Step Towards Digital Literacy for ‘Digital Natives’: Integrating Web 2.0 Tools into the First-Year Spanish Curriculum,” with Karen Acosta. 2012 Computer Assisted Language Instruction Consortium Conference. South Bend, IN.
- 2011 “Finding a Needle in a Haystack: A Web 2.0 Workshop,” with Jonathan Perkins. 2011 International Association for Language Learning Technology Conference. Irvine, CA. [four-hour workshop]

## **PROFESSIONAL EXPERIENCE**

- Virtual Technology Workshop for the Less Commonly Taught Languages (LCTL) Partnership, funded by the Andrew W. Mellon Foundation. Michigan State University. April 20, 2018.
- “Top 10 Technology Tools for Foreign Language Instructors: A Condensed Rundown” Invited Talk and Technology Workshop for the Center for the Study of Languages & Cultures. Notre Dame. October 14-15, 2014.
- Technology Workshop for Project GO (Global Officers). University of Kansas. September 7, 2013.
- Technology Workshop for Fulbright Scholars. Applied English Center, University of Kansas. July 24 and August 2, 2012.
- Technology Workshop for *Making the Wright Connection* NEH Summer Institute. University of Kansas. July 12, 2010.

## **RELEVANT PROJECT WORK**

- Acceso* (<http://spanish.ku.edu>)  
Collaboration with the KU Spanish Program to create a highly interactive web platform for intermediate-level Spanish that answers the Modern Language Association’s 2007 call for “transcultural and translingual competence” in 21<sup>st</sup>-century foreign language teaching. (Web Designer/Developer, AY 2008-)
- La corónica* Commons (<http://lcc.ku.edu>)  
Online platform to represent and cultivate the field of Ibero-medievalism and its disciplines. The website seeks to foster collaboration and innovative approaches to the study of the medieval literatures of Iberia (Technology Specialist, AY 2016-)
- Между нами* (<http://mezhdunami.org>)  
Collaboration with Lynne DeBenedette (Brown), William Comer (Portland State), Alla Smyslova (Columbia) and Jonathan Perkins (KU). Complete online curriculum for elementary Russian released in 2015. Winner of the 2016 Computer Assisted Language Instruction Consortium (CALICO) Access to Language Education Award and the 2017 American Association of Teachers of Slavic and East European Languages (AATSEEL) Best Contribution to Language Pedagogy Award. (Web Designer/Developer and Print Production/Layout Coordinator, AY 2014-)
- Migration Stories: Africans in Midwestern Communities* (<http://migrationstories.ku.edu>)  
Year-long NEH-funded program to foster public discussion about the challenges and opportunities surrounding African migration to Midwestern communities. (Web Designer/Developer, AY 2016-17)
- Open Educational Resources (OER) in the Humanities* (<http://oer.ku.edu>)  
Collaboration with KU faculty and graduate students in various humanities departments to create a collection of free online activities and materials that aid teaching and learning. (Instructional Designer and Web Designer/Developer, AY 2017-)

## **AWARDS AND HONORS**

- 2014 Computer Assisted Language Instruction Consortium Award for New Logo Design
- 2012 Computer Assisted Language Instruction Consortium Focus Award for *Acceso* website (<http://spanish.ku.edu>). Award to Amy Rossomondo, the Erma Garinger Academic Resource Center and the KU Department of Spanish & Portuguese.

**Ibrahima Ba**  
1440 Jayhawk Boulevard  
Bailey Hall, Room 12E  
Lawrence, KS 66045, USA  
**Email:** [ibrahima@ku.edu](mailto:ibrahima@ku.edu)

### **EDUCATION**

2017 Ph.D., Department of Linguistics, University of Kansas  
2013 M.A., Department of Linguistics, University of Kansas  
2009 - 10 Teacher training, Université Cheikh Anta Diop (Dakar, Senegal)  
2009 M.A., English/linguistics, Université Gaston Berger (Saint-Louis, Senegal)  
2007 Licence (degree) English/linguistics and English/French translation, Université Gaston Berger (Saint-Louis, Senegal)  
2004 - 06 D.E.U.G. (degree of general studies), African, English, German and French translation, Université Gaston Berger (Saint-Louis, Senegal)

### **ACADEMIC APPOINTMENTS**

2016 - Wolof Lecturer, Department of African and African-American Studies, University of Kansas  
2016 - French Lecturer, Department French, Francophone and Italian Studies, University of Kansas.  
2016-17 Online French instructor, Virtual Learning 247 (May 2016 to September 2017)  
2014-16 Graduate Teaching Assistant for Wolof, Department of African and African-American Studies, University of Kansas  
2014-15 Graduate Teaching Assistant, Department of Linguistics  
2010 Teaching internship (English and French) in High School as part of teacher-training

### **PUBLICATIONS**

Ba, Ibrahima. *Aspects of pulaar Syntax: Morpho-syntax of Pronouns and Relative Clauses*. Sarrebruck, Germany: Éditions universitaires européennes, 2017.  
----- “Factive Relative Clauses in Pulaar”. *African Linguistics on the Prairie*, Language Science Press, 2015.  
----- “Factive Relative Clauses in Pulaar”. *Kansas Working Papers in Linguistics*, Volume 36 (2015), p. 84-99. <https://doi.org/10.17161/1808.19758>  
----- “Pronominal System and Reference in Pulaar”. *Kansas Working Papers in Linguistics*, Volume 36 (2015), p. 100-112. <https://doi.org/10.17161/1808.19759>

### **PRESENTATIONS**

2016 “Causation in Pulaar”. Kansas African Studies Center Graduate Research Workshop, University of Kansas.  
2014 “Relative Clauses in Pulaar”. 45<sup>th</sup> Annual Conference on African Linguistics, University of Kansas.  
2012 “The Clause Structure in Pulaar”. African Linguistics Workshop, University of Missouri  
2011 “The Structure of the Pulaar Clause”. Linguistic Association of the Southwest Conference, South Padre, Texas



### **AWARDS AND HONORS**

- 2017** Diversity Enhancement Award, Boston University Conference on Language Development
- 2015** Golden Key honor society
- 2013** Certificate of Recognition from Fulbright Students Association  
(Treasurer in 2012 and Vice-President in 2013)
- 2012** Phi Beta Delta Honor Society
- 2010-14** Fulbright Graduate Fellowship, U.S. Department of State

## **Javier Barroso**

MIT Global Studies and Languages Massachusetts Institute of Technology 77 Massachusetts Ave., 14N-305 Cambridge, MA 02139  
Office: (617) 715-5339; Cell: (956) 645-0054  
jbarroso@mit.edu

### **EDUCATION**

Ph.D. Spanish, University of Kansas, 2017  
M.A. Spanish, Texas A&M International University, 2005  
B.A. Communication and Spanish, Texas A&M International University, 2001

### **TEACHING AND RESEARCH FIELDS**

Contemporary Mexican Literature and Culture  
Contemporary Argentine Literature and Culture  
20<sup>th</sup> and 21<sup>st</sup>–Century Latin American Literary and Cultural Studies

### **DISSERTATION**

“Interlocking Allegories: Representations of Nazism and World War II in the Literature of Argentina and Mexico.” Director: Verónica Garibotto. Defended: July 2017.

### **PUBLICATIONS**

Barroso, Javier and Amy Rossomondo. *Acceso Hub: Forma y Función*. LingroLearning. Forthcoming, 2018. <http://lingrolearning.com/courses/acessohub/>  
“Javier Sicilia: Public Mourning for the Sons of Mexico.” *Mexican Public Intellectuals*. Ed. Debra Castillo and Stuart Day. New York: Palgrave Macmillan, 2014: 215-233.

### **CONFERENCE PRESENTATIONS AND INVITED TALKS**

“Dehumanized Bodies in an Eerie Forest: Allegorical Representations of Nazism and Violence in Jorge Volpi’s *Oscuro bosque oscuro*.” XXII Annual Juan Bruce-Novoa Mexican Studies Conference, Irvine, CA, 2016.  
“Rodó, Bolaño y el neoconservadurismo de la izquierda en América Latina: Desilusiones, exclusiones y la solidaridad insufrible.” Mid America Conference on Hispanic Literatures, Lawrence, KS, 2016.  
“Argentine Literary Representations of Nazism in the New Millennium: Public Safety, Racism and Xenophobia.” University of Kansas Hall Center Seminar on Latin America and Its Diasporas, Lawrence, KS, 2016.  
“Failed Intellectual Models and Ideals: The Representation of Nazism in Argentine Novels of the 1980s.” Pacific Ancient and Modern Language Association, Portland, OR, 2015.  
“Cuentas pendientes: El tropo de la venganza en tres filmes mexicanos de la época de la guerra contra el narco.” Mid-America Conference on Hispanic Culture, Madison, WI, 2014.  
“The Unconscious Fading of the Shore: Cultural Revolution, Temporality and Ideology in Lucía Puenzo’s film *XXY*.” XXXI International Congress of the Latin American Studies Association, Washington, DC, 2013.  
“Roberto Bolaño’s *Estrella distante*” — Twentieth-century Spanish American Studies (SPAN 462), College of Liberal Arts and Sciences, University of Kansas, 2012.  
“Business in Latin America: A Brief Introduction” — Comparative and Cross Cultural

Management (IBUS 462), School of Business, University of Kansas, 2012.

### **TEACHING EXPERIENCE**

Lecturer I, Massachusetts Institute of Technology, Fall 2018-present

Courses taught:

- 21G.701. Spanish I
- 21G.702. Spanish II
- 21G.704. Spanish IV
- 21G.714. Spanish for Heritage Learners

Graduate Teaching Assistant, University of Kansas, Fall 2010-Spring 2017

Courses taught:

- SPAN 448. Spanish and Culture for Business
- SPAN 428. Advanced Spanish Conversation
- SPAN 300. Introduction to Argentine History and Culture
- SPAN 324. Grammar and Composition
- SPAN 322. Spanish Grammar: Form and Meaning in Context
- SPAN 216. Intermediate Spanish II
- SPAN 212. Intermediate Spanish I
- SPAN 111. Intensive Elementary Spanish

### **AWARDS**

Chancellor's Dissertation Fellow, University of Kansas, 2014-2015

Chancellor's Graduate Teaching Award, University of Kansas, 2014

Ebersole Award for Outstanding Seminar Paper for "Rodó, Bolaño y el neoconservadurismo de la izquierda en América Latina: la solidaridad latinoamericana en caída libre por más de un siglo." University of Kansas, 2013

### **UNIVERSITY SERVICE**

**To the Office of the Provost, University of Kansas:**

Diversity Leadership Council Member, 2014-15

**To the College of Liberal Arts and Sciences, University of Kansas**

National Endowment for the Humanities Next Generation Humanities PhD Planning Grant — Graduate Alumni Engagement Committee, 2016-17

**To the Spanish and Portuguese Department, University of Kansas:**

Digital learning platform *Acceso* (spanish.ku.edu) editor and contributor, 2012-2016

President, Graduate Association for the Department of Spanish and Portuguese, 2015-16

### **STUDY ABROAD EXPERIENCE**

Participant — University of Kansas Transnational Cinemas in Costa Rica, San José, Costa Rica, January 2013

Graduate Teaching Assistant — University of Kansas Language and Culture in Buenos Aires Summer Program, Buenos Aires, Argentina, Summer 2012

**JOURNALISTIC EDITING AND WRITING EXPERIENCE**

*Conexión* Editor, *San Antonio Express-News*, San Antonio, TX, 2009-2010 *Conexión* Deputy Editor, *San Antonio Express-News*, San Antonio, TX, 2007-2009 Arts and Entertainment Editor, *Laredo Morning Times*, Laredo, TX, 2006-2007

**Stephen M. Dickey**  
**Professor, University of Kansas Department of Slavic Languages and Literatures**

**PERSONALIA**

Name: Stephen McCartney Dickey  
DPOB: 12 July, 1966; Washington, DC  
Address: University of Kansas  
Department of Slavic Languages and Literatures  
Wescoe Hall  
1445 Jayhawk Boulevard, Rm. 2134  
Lawrence, KS 66045-7590  
Telephone: (785)864-2357  
Email: smd (at) ku.edu

**EDUCATION**

PhD, Indiana University, Nov 1997. Major: Slavic Linguistics  
MA, Indiana University, Dec 1991. Major: Slavic Linguistics  
BA, University of Kansas, Dec 1988. Majors: Russian and German

**ACADEMIC AND ADMINISTRATIVE APPOINTMENTS**

Chair, Department of Slavic Languages and Literatures, University of Kansas, Aug 2014–date  
Professor of Slavic Languages & Literatures, University of Kansas, Aug 2017–date  
Associate Professor of Slavic Languages & Literatures, University of Kansas, Aug 2006–Aug 2017  
Assistant Professor of Slavic Languages & Literatures, University of Kansas, Aug 2003–Aug 2006  
Assistant Professor of Slavic Linguistics, University of Virginia, Aug 1997–May 2003

**SELECTED PUBLICATIONS**

**Books**

**In Progress**

*The Evolution of Slavic Aspect*. Under contract with Mouton de Gruyter

**2000**

*Parameters of Slavic Aspect: A Cognitive Approach*. Stanford, CSLI Publications

**Articles**

**2018**

“Thoughts on the ‘Typology of Slavic Aspect’.” *Russian Linguistics* 42(1): 1–35.

**2016**

“Lexical and Grammatical Aspect.” Nick Riemer, ed. *Routledge Handbook of Semantics*. London: Routledge, 338–353.

**2015**

“On the Aspectual Development of Performatives in Slavic.” *Zeitschrift für slavische Philologie* 71(2): 248–303.

“Slavic Aspectual Prefixes and Numeral Classifiers: Two Kinds of Lexico-Grammatical Unitizers.” *Lingua* 168: 57–84. (Coauthored with Laura A. Janda.)

“Parameters of Slavic Aspect Reconsidered: The East-West Aspect Division from a Diachronic Perspective.” Miriam Schragger, et al., eds. *Studies in Accentology and Slavic Linguistics in Honor of Ronald F. Feldstein*. Bloomington: Slavica, 29–45.

“Outline of a Comparative Analysis of the Development of the Imperfective General-Factual in Slavic.” Rosanna Benacchio, ed. *Verbal Aspect: Grammatical Meaning and Context*. (= *Die Welt der Slaven Sammelband* 56) Munich: Otto Sagner, 179–195.

#### **2014**

“On the Origin of Slavic Prefixed Imperfective Motion Verbs.” *Scando-Slavica* 60(2): 159–171.

#### **2013**

“See, Now They Vanish: Third-Person Perfect Auxiliaries in Old and Middle Czech.” *Journal of Slavic Linguistics*. 21(1): 77–121.

#### **2012**

“Orphan Prefixes and the Grammaticalization of Aspect in South Slavic.” *Jezikoslovlje* 13(1): 71–105.

“On the Development of the Russian Imperfective General Factual.” *Scando-Slavica* 58(1): 7–48; <http://www.tandfonline.com/action/showAxaArticles?journalCode=ssla20>.

#### **2011**

“The Varying Role of *PO-* in the Grammaticalization of Slavic Aspectual Systems: Sequences of Events, Delimitatives, and German Language Contact.” *Journal of Slavic Linguistics* 19(2): 175–230.

“Subjectification and the Russian Perfective.” Marcin Grzygiel and Laura Janda, eds. *Slavic Linguistics in a Cognitive Framework*. Frankfurt am Main: Peter Lang, 37–66.

#### **2009**

“Verbal Aspect and Negation in Russian and Czech.” *Russian Linguistics* 33(2): 121–176. (Coauthored with Susan H. Kresin.)

#### **2007**

“A Prototype Account of the Development of Delimitative *PO-* in Russian.” Dagmar Divjak and Agata Kochańska, eds. *Cognitive Paths into the Slavic Domain*. Berlin: Mouton de Gruyter, 326–371.

#### **2006**

“Aspectual Pairs, Goal Orientation and *PO-* Delimitatives in Russian.” *Glossos* 7; available at <http://seelrc.org/glossos/issues/7/>.

### **Translations**

Miljenko Jergović, *The Walnut Mansion (Dvori od oraha)*. Yale University Press. (With Janja Pavetić-Dickey.)

### **SELECTED PRESENTATIONS**

“A Dynamic Systems Approach to Biaspectual Verbs in Russian,” 15<sup>th</sup> Annual Conference of the Slavic Cognitive Linguistics Association, St. Petersburg, Russia, 14 Oct 2017

“Networks, Attractors, and Catastrophic Change in the History of Slavic Aspect,” Zagreb University, Faculty of Philosophy, 7 June 2016 (invited).

“Prefixes in the Development of Slavic Aspect: Networks and Attractors,” The Role of Prefixes in the Formation of Aspect and Related Categories. Problems of Grammaticalization, Padua, Italy, 28 Sep 2015 (invited).

“Explanation in Cognitive Linguistics,” Tenth Meeting of the Slavic Linguistics Society, Heidelberg, Germany, 6 Sep 2015 (invited).

- “Univerbation and the Rise of Slavic Aspect,” Tenth Meeting of the Slavic Linguistics Society, Heidelberg, Germany, 4 Sep 2015.
- “Grammaticalizing Aspect Systems in Slavic: Catastrophic and Not-So-Catastrophic Changes.” 12<sup>th</sup> Graduate Colloquium on Slavic Linguistics, Columbus, Ohio, 15 Nov 2014 (invited).
- “On a Putative Case of ‘Native Slavic’ Biaspectuality: Determinate Verbs of Motion.” Ninth Meeting of the Slavic Linguistics Society, Seattle, Washington, 19 Sep 2014.
- “On the Aspectual Usage of Verbs of Communication in (18<sup>th</sup>-) and 19<sup>th</sup>-Century Russian. Focus: *Otvečat’* ‘Respond, Answer’.” Constructional and Lexical Semantic Approaches to Russian, St. Petersburg, Russia, 12 Sep 2013 (invited).
- “Verbs of Motion in the Early History of Slavic Verbal Aspect.” Fourth Conference of the International Commission on Aspectology of the International Committee of Slavists, Göteborg, Sweden, 11 Jun 2013 (invited).
- “Actions, Goals, and the ‘Presuppositional’ Imperfective in Russian.” Seventh Meeting of the Slavic Linguistics Society, Lawrence, KS, 26 Aug 2012.
- “The Russian Perfective, Temporal Definiteness and Prefixation (in a Cross-Slavic Perspective).” *The Russian Verb: Formal and Contrastive Approaches to Aspect, Tense and Mood in Russian*, St. Petersburg, Russia, 28 May 2010 (invited).

## **PROFESSIONAL SERVICE**

### **Administrative**

President, Slavic Cognitive Linguistics Association, Sept 2004–Apr 2007  
 Vice President, Slavic Cognitive Linguistics Association, Oct 2000–Sept 2004  
 Director, University of Kansas Summer Croatian Program, Sept 2003–date

### **Editorial**

Editorial Board Member, *Contrastive Linguistics* (*Съпоставително езикознание*), Dec 2015–date.  
 Advisory Board member, *Czech and Slovak Linguistic Journal*, Dec 2010–date.  
 Associate Editor, *Journal of Slavic Linguistics*, Oct 2010–April 2017.  
 Guest Editor, *Journal of Slavic Linguistics*: Issue on Aspect, Sept 2001–May 2002.

## **AWARDS AND HONORS**

Centre for Advanced Study (Oslo, Norway) grant to participate as a fellow in the “Time is Space: Unconscious Models and Conscious Acts” research group, Jan–June 2012 (\$55,000)  
 KU New Faculty General Research Fund (NFGRF) Award for *The Evolution of Slavic Aspect*, May–Jun 2004 (\$8,000)  
 Fulbright-Hays Faculty Research Abroad Fellowship for *The Evolution of Slavic Aspect* (Poland, Czech Republic, Slovenia, Bosnia and Herzegovina, Croatia), Jan–Jun 2002 (\$36,000)

### **Saadet Ebru Ergul**

African and Middle Eastern Languages Program, Stanford University Language Center  
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US Cell: 1 - 415 - 513 7913 - TR Cell: 0 - 532 - 281 41 96

[sergul@stanford.edu](mailto:sergul@stanford.edu)

#### **EDUCATION**

- MA, Texas Tech University, Classical and Modern Languages & Literatures (CMLL) Applied Linguistics and French Languages and Literature, Lubbock, TX, 2003-2005
- MBA, Başkent University College of Business, Organizational Theory and Management Ankara, Turkey, 1995-1998
- B.Sc. Bilkent University, Hospitality and Tourism Management, Ankara, Turkey, 1995.

#### **WORK EXPERIENCE**

- Stanford University, 2010-Present  
Lecturer in Turkish Language and Culture, Stanford Language Center
- National Foreign Language Center (NFLC), 2015-2016.  
Turkish Language Expert
- LTI-ACTFL Language Testing Office, 2013-Present  
Independent Contractor, Turkish Language Tester,
- ABC Language Exchange, San Francisco, 2008-2011  
Turkish Language Instructor
- Texas Tech University Extended Studies and CMLL, 2003-2006  
Turkish and French Language Instructor
- (EI- AHLA) Educational Institute of American Hotel & Lodging Association, Ankara, Turkey, 1999-2002  
Educational Program Coordinator,
- Başkent University, College of Social Sciences, Ankara, Turkey, 1996-1999  
Instructor – Organizational Theory and Management

#### **TURKISH LANGUAGE TEACHING AT STANFORD UNIVERSITY**

- First-Year Turkish, Second-Year Turkish, and Third-Year Turkish
- Accelerated First Year Turkish, in class and also via synchronized distance learning
- Intermediate to Advance Turkish Conversation

#### **CERTIFICATIONS**

- ACTFL WPT Rater, 2016
- ACTFL OPI Tester, 2016
- ACTFL Limited OPI Tester, 2012-2015.
- TESOL/TESL, 2008

#### **PUBLICATIONS**

- Quliyev, Z., Ergul, S., Quliyev, D., Ergul, M. ‘The Influence of Turkish TV Series on Azerbaijani Viewers’ Azerbaijan Tourism and Management Journal, vol. 6, no.1, 2017, pp. 50-65.



- “ACTFL Online Publication of Turkish Annotations and Samples Accompanying, ACTFL Proficiency Guidelines 2012” Co-Author/Committee Member, 2015.
- AATT Turkish Language Learning Framework 2018- Online Publication, 2017-Present

## GRANTS

The Office of Vice Provost for Teaching and Learning, Stanford University,

- ‘iPads for Learning Grant’ 2013, 2014, 2015

## CONFERENCES

- Co-Author/Presenter, ACTFL 2018 New Orleans, LA.  
*Three Curricular Models for Approaching Interculturality.* (Abstract accepted)
- Co-Author/Presenter, 1<sup>st</sup> AATT Conference 2017, Georgetown University, Washington D.C  
*‘Distance Learning a Challenge or an Opportunity?’*
- Author/Presenter, MESA 2017 Annual Meeting, Washington DC, AATT Roundtable: Focus on the Learner  
*‘Understanding the Enrollment Figures Through SWOT Analysis’*
- Author/Presenter, Stanford University LC Fall Retreat 2017,  
*‘Culture Is Not an Add-On Item’*
- Co-Author/Presenter, 2<sup>nd</sup> AATT Conference 2016, Harvard University, Boston, MA.  
*“Silence is golden. Not anymore! Blueprints for Proficiency Based Turkish Language Lessons using Can Do Statements”*
- Co-Author/Presenter, NCOLCTL Conference 2016, Atlanta, GA.  
*“Mapping and Advancing Proficiency with Progress Indicators and the Use of iPads in the LCTL Classroom”*
- Co-Author/ Presenter, ACTFL Annual Convention 2015, San Diego, CA.  
*“Progress Indicators as Tools to Advance Learner Proficiency Description in Greek and Turkish”*
- Author/Presenter, ATXPO 2015 Ideas with Impacts, 2015, Stanford University.  
*“Transform Your Class from Dull to Dynamic Through Technology -Guideline to Enhance Language Learning Through Technology”*
- Co-Author, LILA'15 - Linguistics and Language Conference 2015, Istanbul, Turkey.  
*“The Impact of Turkish TV Series on Azerbaijani Viewers: An Exploratory Study Examining the Formation of Tourist Identity Through Language and Culture”*
- Co-Author, IIBA - International Interdisciplinary Business-Economics Advancement Conference 2014, Istanbul, Turkey.  
*“Turkish Soap Operas’ Impact on Growing Familiarity with Turkish Culture and Language: An Exploratory Study in Examining Motivations of the Travelers’ in Language Learning”*
- Author/Presenter, MESA 2013 Annual Meeting New Orleans, LA. AATT Roundtable:  
*“Developing a Curriculum to Teach Turkish in the 21<sup>st</sup> Century”*
- Author/Presenter, FLANC Annual Conference 2013, Chabot College, Hayward, CA.  
*“Using iPad Technology in Turkish Language Class: A Toy or Tool?”*
- Author/Presenter, FLANC Annual Conference 2012, SFSU, San Francisco, CA.  
*“The Growing Need for LCTL-Turkish: Cases from Higher Education in the U.S.”*

- Author/Presenter, Educational Research Conference 2005, Texas Tech University.  
*“The Effects of Student Learning Practices, Motivation and Attendance on Learning Outcomes in a Beginning French Class”*

#### **PROFESSIONAL AFFILIATIONS**

- American Association of Teachers of Turkish and Turkic (AATT),  
Executive Board Member, 2016-Present
- American Association of Teachers of Turkish and Turkic (AATT),  
Turkish and Turkic Languages Enrollment Survey Committee Leader. 2015-Present
- Eastern Mediterranean Academic Research Center (DAKAM), Scientific Committee  
Member 2015-Present

**Yan Li**  
<http://orcid.org/0000-0002-1736-1086>

Associate Professor  
Dept. of East Asian Languages & Cultures  
University of Kansas  
1445 Jayhawk Blvd., Wescoe Hall 2111  
Lawrence, Kansas 66045-7594, USA

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Fax: (785) 864-4298  
Email: [yanli@ku.edu](mailto:yanli@ku.edu)  
Website: <http://ealc.ku.edu/yan-li>

### **EDUCATION**

**Ph. D.** Second Language Acquisition, University of Southern California, 2008  
**M.A.** Chinese Linguistics, Peking University, China, 2001  
**B. A.** Chinese Linguistics, Peking University, China, 1998

### **ACADEMIC AND ADMINISTRATIVE APPOINTMENTS**

Associate Professor and Coordinator of the Chinese Language Program, Department of East Asian Languages and Cultures, University of Kansas, August 2015 -- present  
Assistant Professor and Coordinator of the Chinese Language Program, Department of East Asian Languages and Cultures, University of Kansas, August 2008 – May 2015  
Assistant Lecturer, Department of East Asian Languages and Cultures, University of Southern California, August 2001 – May 2008  
Lecturer, the Chinese School, Middlebury College, June – August 2007; June – August 2006  
Lecturer, Princeton in Beijing (PiB), Princeton University, June – August 2000  
Assistant Lecturer, Princeton in Beijing (PiB), Princeton University, June – August 1999

### **SELECTED MAJOR PUBLICATIONS (ARTICLES AND CHAPTERS)**

Li, Yan. (Under review) Teaching Chinese adverbs, In Chris Shei, Monica Zikpi and Der-lin Chao (Eds.), *The Routledge Handbook of Chinese Language Teaching*.  
Li, Yan. With Lei Yan. (2017). Effects of providing explicit negative evidence on students' perception of ungrammatical sentences using *-le*. *Chinese as a Second Language* (漢語教學研究—美國中文教師學會學報) 52:3 (2017), 232–254. DOI 10.1075/csl.52.3.02li  
ISSN 2451-828x / E-ISSN 2451-8298 © John Benjamins Publishing Company  
Li, Yan. With Andrew Simpson and Zoe Wu. (2016). “Grammatical Roles, Coherence Relations, and the Interpretation of Pronouns in Chinese”, *Lingua Sinica*.2 (1), 1-20. DOI 10.1186/s40655-016-0011-2  
Li, Yan. (2015) “Decoding College Chinese Placement Tests: From the Perspective of Student Performance.” *Journal of the Chinese Language Teachers Association*, 50 (1), 61-81.  
Li, Yan. (2013b). “An Empirical Study on the Production of *Dou*: Is Native-like Performance Attainable?” *Journal of Chinese Language Teaching*, 10 (3), 121 – 162.  
Li, Yan. (2013a). “Dian (cai) vs. Order: A Study on a Lexical Difference between Chinese and English.” In S. Cao and Zhiqiang Yu et.al. (Eds.), *Proceedings of the 11th International Conference on Chinese Language Pedagogy*: 754 – 762. Chengdu, China: Sichuan Publishing House.  
Li, Yan. (2012c). “Understanding Quantifiers and Scope Interpretations in a Second Language.” *Contemporary Foreign Languages Studies*, 384 (12), 86 – 93.

- Li, Yan. (2012b). "What English-speaking Learners of Chinese Don't Know about *Dou*: A Study on the Acquisition of *Dou*." *Journal of the Chinese Language Teachers Association*, 47 (3), 115 – 149.
- Li, Yan. (2012a). "Vitalizing the Abstract: Using Movies to Teach Chinese." In W. He, et. al. (Eds.), *Research on Concepts and Practice of Developing Chinese Language Teaching Materials: The Proceedings of the 10<sup>th</sup> International Conference on Chinese Language Pedagogy*: 244 – 251. Hangzhou: Zhejiang U. Press.
- Li, Yan. (2011c). "Comparison between *Dou* and 'All (both)' and Related Pedagogical Issues." *Teaching Chinese as a Foreign Language*, 1, 10 – 16.
- Li, Yan. (2011b). "On Reduplication of Classifiers in TCFL Context." In Yinghui Wu, and Ling Mu et.al. (Eds.), *Chinese Language Globalization and Pedagogy: The Proceedings of the 9th International Conference on Chinese Language Pedagogy*, Volume I: 340 – 350. Beijing, China: Minzu University Press.
- Li, Yan. (2011a). "Acquisition of the Aspectual Meanings of the Negation Markers in Mandarin Chinese by English-speaking L2 Chinese Learners." *Journal of Chinese Language Teachers Association*, 46 (1):1 – 29.
- Li, Yan. (2009b). "The Acquisition of Chinese Vocabulary and the Influence of Negative Transfer of English." *Teaching Chinese as a Foreign Language*, 1, 185 – 192.
- Li, Yan. (2009a). "Learning Chinese by Sensing Chinese: a Way to Help Advanced Learners of Chinese Overcome Negative Transferring Effects." In Changzhuo Cai et.al. (Eds.), *Research on Teaching Chinese as a Foreign Language from Multiple Perspectives*, 121-126, July, Guangxi Normal University Press, Guilin, China.

#### **SELECTED PRESENTATIONS**

- Li, Yan. "Using Online Applications to Help Chinese Learners Master Tones" presented at the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Nashville, TN, November 19, 2017.
- Li, Yan. "Helping advanced Chinese learners' acquire Chinese cultural perspectives," presented at the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, San Diego, California. November 21, 2015.
- Li, Yan. "Issues about the Transition from High School to College in Terms of Chinese Learning /Teaching," (Chair); Midwest Conference on Asian Affairs, San Louis, Missouri, Oct.16, 2015
- Li, Yan. "Movies as a Means of Teaching Chinese Culture in Advanced Chinese Class", presented at the 13<sup>th</sup> International Conference on Chinese Language Pedagogy, Hohhot, China, July 9-11, 2015.
- Li, Yan, with Andrew Simpson (University of Southern California), and Zoe Wu (Pasadena City College), "Coherence Relations, Topic Prominence, and the Interpretation of Pronouns in Chinese," presented at the 27<sup>th</sup> North American Conference on Chinese Linguistics, Los Angeles, California, April 3-5, 2015.
- Li, Yan. "Evaluating the Advanced Chinese Curriculum in Four Universities the U.S.," presented at the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, San Antonio, Texas. November 21, 2014.
- Li, Yan. "Decoding College Chinese Placement Tests: From the Perspective of Student Performance," presented at the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Orlando, Florida. November 22, 2013.

- Li, Yan. "点（菜） vs. Order: A Study on a Lexical Difference between Chinese and English," presented at the 11th International Conference on Chinese Language Pedagogy, Chengdu, China. June 29, 2013.
- Li, Yan. "Bridging 'Textbook Language' and 'Live Language': Teaching Chinese through Movies," presented at the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Philadelphia, Pennsylvania. November 17, 2012.
- Li, Yan. "Vitalizing the Abstract: Using Movies to Teach Chinese," presented at the 10th International Conference on Chinese Language Pedagogy, Hangzhou, China. June 28, 2012.

### **PROFESSIONAL SERVICE**

- Reviewer for CLTA Second International Symposium on Chinese Teaching and Learning (CLTA-S2), the University of Maryland on April 1-3, 2016
- Reviewer for the 27th North American Conference on Chinese Linguistics (NACCL-27), November 21-December 10, 2014
- Reviewer for *Journal of the Chinese Language Teachers Association*; *Language Acquisition: A Journal of Developmental Linguistics*; *Selected Proceedings of the 5th Conference on Generative Approaches to Language Acquisition - North America*.

### **AWARDS AND HONORS**

#### **Institutional Grants Won**

- Lead PI: "KU Project GO Center: Attaining Intercultural Understanding through Critical Language Learning for 21st Century Officers." Funding agency: Institute of International Education (IIE). \$1,135,842, September 1, 2015 - August 31, 2018. (with Randy Masten, Megan Greene)
- Lead PI: "Project GO Center: Critical Language Skills and Regional Expertise for 21<sup>st</sup> Century Officers", Institute of International Education (IIE); \$297,665. September 1, 2014 – August 31, 2015. (with Randy Masten, Megan Greene)

#### **Grants, Awards and Fellowships**

- Confucius Institute Travel Funds*. Confucius Institute, \$4065, November 2012-2017
- Study on the Acquisition of Chinese Aspect Markers by English-speaking Learners of Chinese*. General Research Fund, University of Kansas, #2301732, \$5,888, July 1, 2013 – June 30, 2014
- Study on the Acquisition of Chinese Function Words by English-speaking Learners of Chinese*. General Research Fund, University of Kansas, #2301625, \$5,888, July 1, 2012 – June 30, 2013
- Faculty Service Award, University of Kansas, Center for East Asian Studies, 2012
- Universal Grammar and Chinese Pedagogy*. New Faculty General Research Fund, University of Kansas, #2302197; \$8,000, July 1, 2009 – June 30, 2010

## Mary Christine Mohn

Modern Languages Department  
Fort Hays State University  
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1602 W. 28<sup>th</sup> St.  
Hays, KS 67601  
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### **EDUCATION**

2004	Ph.D., Spanish, University of Kansas (December 2004)
1998	M.A., Spanish, Wichita State University, Wichita, Ks.
1993	Certification in Foreign Language Education, Fort Hays State University, Hays, Ks.
1983	B.A., Foreign Language, Fort Hays State University, Hays, Ks.

### **DISSERTATION**

“The Novels of Álvaro Pombo: Registers of the Sociopolitical History of Contemporary Spain”  
Director: Professor Robert C. Spires

### **RESEARCH AND TEACHING FIELDS**

Contemporary Peninsular Narrative  
20<sup>th</sup> Century Spanish Literary and Cultural Studies  
20<sup>th</sup> Century Spanish History and Politics  
Topics of Special Interest: Marginalization, Gender studies, Film studies,  
Second Language Acquisition and Teaching Methodology

### **TEACHING AND SUPERVISORY EXPERIENCE**

Chair, Modern Languages Department, Fort Hays State University, June 2016 to present  
Associate Professor of Spanish, Fort Hays State University, June 2016 to present  
Courses taught: Beginning Spanish I, Intermediate Spanish I, Intermediate Spanish II, Spanish Civilization, Spanish Grammar and Composition  
Chair, Department of Foreign Languages, University of Evansville, June 2015 to May 2016  
Director of General Education, University of Evansville, January 2012 to May 2016  
Responsible for implementing, administering and assessing the General Education Program  
Work with administrative offices, departments, faculty, committees (including the Curriculum Committee and the General Education Subcommittee), coordinate the program course approval process, responsible for overall assessment of the general education program and ensuring the use of assessment information for program improvement  
  
Associate Professor of Spanish, University of Evansville, August 2011 to May 2016  
Courses taught: Intermediate Spanish II, Spanish Grammar and Composition, Survey of Peninsular Spanish Literature, Introduction to Hispanic Literature  
Assistant Professor of Spanish, University of Evansville, 2005 to August 2011

Courses taught: Elementary Spanish I and II, Intermediate Spanish I and II, Conversation and Composition, Grammar and Composition, Business/Legal Spanish, Introduction to Hispanic Literature, Introduction to Spanish Culture, Spanish Civilization, Seminar: Contemporary Peninsular Women Writers, Seminar: Survey of Peninsular Literature, Seminar: The Latin American Short Story, Independent Study in Spanish Theatre, Seminar: Hispanic Cinema

#### **DEPARTMENTAL AND INSTITUTIONAL SERVICE**

Search committee chair for Assistant Professor of Spanish, Dept. of Modern Languages, Fort Hays State University, Fall 2017-Spring 2018  
Kansas Core Outcomes Group department representative, Fall 2017 to present  
Sias International University EFL Training presenter, “Keep them talking”, FHSU campus, August 2017  
Michael Tilford Conference on Diversity and Multiculturalism, member of on-site committee for 2017-2018 conference, Spring 2017 to present  
Search committee chair for Assistant Professor of Spanish, Dept. of Modern Languages, Fort Hays State University, Spring 2017  
Strategic Planning Committee, Fort Hays University, October 2016  
Search committee member for Executive Director of Curriculum Design and Outcomes Assessment, Fort Hays State University, July 2016 to present  
Council on Preparation of Teachers and School Personnel member, Fort Hays State University, July 2016 to present  
Study Abroad Advisory Council, Fort Hays State University, July 2016 to present  
Chair, Dept. of Modern Languages, Fort Hays State University, June 2016 to present

#### **SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT**

Association of Departments of Foreign Languages (ADFL) Summer Seminar, “Reconfiguring Languages in Higher Education: Structures, Spaces, Advocacy,” May 30-June 2, 2018  
University of Salamanca, “Varieties of Spanish: Spanish as a heritage language,” Courses for Professors of Spanish in the United States and Canada, Salamanca, Spain, July 2017  
Chairs’ Book Learning Community participant, “A Toolkit for Department Chairs,” Spring 2017  
Association of Departments of Foreign Languages (ADFL) Summer Seminar, “Building and Sustaining Language Programs: Access, Articulation, and Advocacy,” May 24-27, 2017  
Kansas World Language Association Fall Conference (KSWLA), “Pathways to Proficiency, November 28-29, 2017

#### **HONORS AND DISTINCTIONS**

Chi Omega Professor of the Year, 2013, University of Evansville, Evansville, IN  
The Sadelle and Sydney Berger Award for Service 2012, University of Evansville, Evansville, IN  
University of Evansville Dean’s Teaching Award 2010  
University of Evansville Global Scholar 2010

University of Kansas Graduate School Teaching Assistant Award finalist, May 2002  
Ebersole Writing Award, Department of Spanish and Portuguese, University of Kansas,  
Dec. 2001

Robert Granberg Award for Excellence in Teaching, Department of Spanish and  
Portuguese, University of Kansas, Spring 2000. Honorable mention, Fall 1999

### **INTERNATIONAL EXPERIENCE**

Salamanca, Spain, 2017  
Logroño, Spain and China, Summer 2016  
Santiago de Compostela and León, Spain, Summer 2014  
Indonesia, Summer 2013 and Summer 1995  
Bilbao, Spain, Summer 2013  
Madrid, Spain, Summer 2012  
Santiago de Compostela and Madrid, Spain, Summer 2010  
Madrid and Alcalá de Henares, Summer 2008  
Southern Spain and Northern Morocco, Summer 2007  
Madrid and Salamanca, Spain, Summer 2006  
Santiago de Compostela, Spain, 2003-2004  
Barcelona, Spain, Summer 2000  
Puebla, Mexico Summers 1993, 1995, 1996  
Indonesia, Summer 1995

### **LANGUAGES**

English: Native, Spanish: Near native, German: reading knowledge

### **MEMBERSHIPS**

Midwest Modern Language Association  
Modern Language Association  
Indiana Foreign Language Teachers' Association  
American Association of Teachers of Spanish and Portuguese  
American Council on the Teaching of Foreign Languages (ACTFL)  
Phi Kappa Phi Honor Society  
Phi Sigma Iota Foreign Language Honor Society  
*Asociación Hispánica de Humanidades*  
International Association of Hispanic Feminine Literature



## **Peter Nderitu Mwangi**

African & African American Studies  
Bailey Hall 12B  
The University of Kansas  
1440 Jayhawk Blvd  
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2201 Harper St. Apt. A6  
Lawrence, KS 66046  
740 590 8022

### **EDUCATION**

#### **2016: Ph.D. in Higher Education Administration & Student Affairs**

Ohio University, Athens, OH.

Dissertation: *The Impact of the STARTALK Language Program on the Internationalization of Higher Education in the United States.*

#### **2012: M.Ed. in Educational Administration**

Ohio University, Athens, OH.

#### **2011: M.A. in Applied Linguistics**

Ohio University, Athens, OH.

#### **2006: B.A. in Swahili Language & Literary Studies (with Honors)**

Moi University, Eldoret, Kenya.

### **CERTIFICATES**

#### **2017: Certified ACTFL/ILR OPI Tester in Swahili**

American Council on Teaching of Foreign Languages (ACTFL) and Defense Language Institute Foreign Language Center (DLIFLC), Alexandria, VA.

#### **2017: Certificate in Online Language and Culture Training**

United States Air Force Culture & Language Center (online).

#### **2011: Certificate in Computer Assisted Language Learning (CALL)**

Ohio University, Athens, OH.

#### **2010: Certificate in Teaching Swahili as a Foreign Language**

University of Wisconsin, Madison, WI.

### **SWAHILI PROFESSIONAL APPOINTMENTS**

#### **2017 – Present: The University of Kansas, Lawrence, KS**

Department: African & African – American Studies (AAAS) Kiswahili Lecturer.

#### **2017: San Diego State University, San Diego, CA**

Department: Language Acquisition Resource Center (LARC)

Lead Swahili Cultural Consultant of the 2017 Swahili STARTALK infrastructure.

#### **2009 – 2017: Ohio University, Athens, OH**

Departments: Linguistics, African Studies, and The Center for International Studies

2016-2017: Swahili program coordinator and instructor.

Summer Swahili STARTALK lead instructor.

2009 – 2012: Swahili Teaching Assistant (TA).

#### **2015: The University of Virginia, Charlottesville, VA**

Department: The Carter G. Woodson Institute for African – American and African Studies

Project GO's Swahili visiting lecturer.

**2012 – 2014: The University of Oregon, Eugene, OR**

Department: Center for Applied Second Language Studies (CASLS)

STARTALK Swahili online and on-campus instructor; online instructional material developer.

**2011 – 2014: Indiana University, Bloomington, IN**

Departments: Linguistics and African Studies Program STARTALK Swahili summer program instructor.

**2006 – 2009: Ministry of Education, Kenya**

Swahili grammar and literature teacher at St. Paul's Kinangop High School, Dima Complex Secondary School, and St. Claire's Girls High School.

**TEACHING EXPERIENCE**

**The University of Kansas**

Elementary Swahili II (2018 spring semester). Intermediate Swahili II (2018 spring semester). Readings in Swahili II (2018 spring semester). Elementary Swahili I (2017 fall semester).

Intermediate Swahili I (2017 fall semester). Readings in Swahili I (2017 fall semester).

**Ohio University**

Elementary Swahili I (2017 and 2016 summers; 2017 and 2010 fall semesters).

Elementary Swahili II (2017, 2016, and 2010 spring semesters). Intermediate Swahili II (2012 spring semester).

Intermediate Swahili I (2011 fall semester).

Advanced Swahili II (2017 and 2010 spring semesters). Advanced Swahili I (2016 and 2009 fall semesters).

**The University of Virginia**

Elementary Kiswahili II (2015 summer session III). Elementary Kiswahili I (2015 summer session II).

**The University of Oregon**

Elementary Kiswahili (2014 fall semester and 2013 summer). Intermediate Kiswahili (2014 fall semester).

**Indiana University**

Elementary Swahili (2013 and 2014 summers).

Intermediate Swahili (2011 and 2012 summers).

**GRANTS**

2017: The U.S. National Security Agency (NSA) through the National Foreign Language Center (NFLC), Swahili STARTALK program for Ohio University, Athens, OH Amount: \$79,999.

2016: The U.S. National Security Agency (NSA) through the National Foreign Language Center (NFLC), Swahili STARTALK program for Ohio University, Athens, OH Amount: \$89,999.

**AWARDS AND HONORS**

2016: African Language Teachers Association (ALTA) Research Award.

- 2016 Annual Conference for the National Council of Less Commonly Taught Languages (NCOLCTL) and African Language Teachers Association (ALTA). Atlanta, GA, April 21-24.
- 2015: The Gladys W. & David H. Patton College of Education's Bill Butler Award for Outstanding Excellence in Education. Ohio University, Athens, OH
- 2015: Higher Education & Student Affairs' Joel Rudy Recipient for Outstanding Leadership & Contributions as a Higher Education Administration Doctoral Student. Ohio University, Athens, OH
- 2012: The Gladys W. & David H. Patton College of Education's Best Educational Administration Graduate Student Award. Ohio University, Athens, OH

## **Peter Chrisanthus Otiato Ojiambo**

### **CURRENT AND PAST POSITIONS**

- 2016- Associate Professor, the University of Kansas, African & African-American Studies Department
- 2015- Associate Director, University of Kansas, African Studies Center
- 2010-2015 Assistant Professor, the University of Kansas, African & African-American Studies Department
- 2010-2016 Coordinator, African Languages, the University of Kansas, African & African-American Studies Department
- 2007 Lecturer and Coordinator, Kiswahili program, University of Illinois at Urbana-Champaign, Linguistics Department
- 2003-2006 Instructor, Kiswahili and Educational Studies, Ohio University, Linguistics and Educational Studies Department
- 2000-2001 Lecturer, Educational Foundations, Kenyatta University, Educational Foundations , Department

### **EDUCATION**

- Ph.D. Ohio University, Educational Studies, June 2007
- M.A. Ohio University, African Studies, June 2004
- M.PHIL. Moi University, Sociology of Education, December 1996
- B.ED. Moi University, Kiswahili and Religious Studies Kenya, December 1993

### **AWARDS AND HONORS**

1. University of Kansas, College of Liberal Arts and Sciences, Collaborative Research Initiative (CRI)- Research Excellence Fund, 2017. Co-Principal Investigator with Katie Rhine and Elizabeth MacGonagle. Amount awarded **\$ 30,000**.
2. Research Collaboratives, Hall Center for the Humanities, University of Kansas. "Bridging East Africa's Digital Health Divides: A ColLABorative Analysis." Co-PI with Kathryn Rhine and Elizabeth MacGonagle, 2017-2020 (**\$ 90,000**)
3. Humanities Connections Grant, Global Medical Humanities: Bridging Digital Divides in Healthcare, National Endowment for the Humanities (**\$ 98,227**. Faculty Participant).
4. U.S Department of Education, Title VI Foreign Language Area Studies (FLAS) Program, 2014-2017. Co-authored with: Elizabeth MacGonagle, Glenn Adams, Peter Ojiambo and Ken Lorentz. Amount requested was **\$1, 200, 000.00**, and the amount funded was **\$ 990, 000**.

### **HONORS**

- Department of African and African-American Studies, Research Award, 2015.
- International Association of African Educators Outstanding Service Award, 2015.
- Department of African and African-American Studies, Service Award, 2012, 2013 and 2015.
- Undergraduate Teaching Award, Center for Teaching Excellence, University of Kansas, 2012.

### **PUBLICATIONS**

#### **Books:**

1. *Kenyan Youth Education in Colonial and Post-Colonial Times: Joseph Kamiru Gikubu's*

- Impact*. New York: Palgrave Macmillan Publishers, 2017.
2. *Erasing Invisibility, Inequity and Social Injustice of Africans in the Diaspora and the Continent*. Omiunota N. Ukpokodu and Peter Otiato Ojiambo, (Eds). London: Cambridge Scholars Publishing, 2017.
3. *Perspectives on Empowering Education*. Godwyll Francis, Peter Ojiambo, & Paul, Bedu-Addo, (Eds.). New York: Nova Science Publishers, 2014.
4. *Teaching beyond Teaching: Geoffrey William Griffin and Starehe Boys Centre and School*. Saarbrücken, Germany: VDM Publishers, 2008.

#### **Book Chapters:**

1. "Examining Kenya's Secondary School Education: The Work of Edward Carey Francis at Maseno School, 1928-1940." In *"Erasing Invisibility: Inequity, Social injustice of Africans in the Diaspora and the Continent."* Eds. Omiunota N. Ukpokodu and Peter Ojiambo, (Cambridge Scholars Publishing, 2017), 186-213.
2. "Education in Postcolonial Africa." In the *Palgrave Handbook of African Colonial and Postcolonial History*. Eds. Martin Shaguhuiya and Toyin Falola, Palgrave Macmillan Publishers, 2017). 1109-1136.
3. "Kenyan Education Policy Reforms: A Search for Holistic Individual and National Development." In *Navigating Teacher Education Policy and the Common Good: International Perspectives*. Eds. Nikola Hobbel and Barbara Bales, Routledge. In Press. Expected date of publication, January, 2018.
4. "Geoffrey William Griffin's Work at the National Youth Service and Its Contributions to Kenya's National Development." In *Kenya After 50: Reconfiguring Education, Gender and Policy*. Eds. Mickie Korster, Michael Kithinji and Jerono Rotich, Palgrave Macmillan Publishers, 2016.41-60.
5. "Empowerment Brewed in the African Pot: A Concoction of the Old and New." In *Perspectives on Empowering Education*. Eds. Godwyll Francis, Peter Ojiambo and Paul Bedu-Addo. New York: Nova Science Publishers, 2014. 91-109.
6. "Making Schools Democratic and Empowering Public Spheres: Starehe Boys Centre and School, Kenya." In *Perspectives on Empowering Education*. Eds. Godwyll Francis, Ojiambo Peter & Bedu-Addo, Paul. New York: Nova Science Publishers, 2014.175-190.
7. "Transformative Leadership at Starehe Boys Centre and School in Kenya," in Ukpokodu, Peter and Ukpokodu, Omiunota, Eds. *Contemporary Voices from the Margin: African Educators on American Education* (North Carolina, NC: Information Age Publishers, 2012), 235-252.

#### **Articles:**

1. "Nurturing Global Education at High School Level: Lessons from Starehe Boys Centre and School, Kenya." *International Journal of Pedagogy and Curriculum*, Volume 22, Issue 4, (2015): 67-81.- Peer-Reviewed.
2. "Care Theory comes Alive in An African School: Starehe Boys Centre and School." *International Journal of Pedagogy and Curriculum*, Volume 21.2 (2015): 13-27.-Peer-Reviewed.
3. "Gift of Education: Joseph Kamiru Gikubu and the Development of Kenyan Youth Education from 1957 to the Present." *Africa Review*, Volume 7.1 (2015): 55- 66.-Peer-Reviewed.
4. "Education as a Spiritual Journey: The Hidden Story behind the Evolution and Growth

- of Starehe Boys Centre and School, Kenya.” *International Journal of Pedagogy and Curriculum*, Volume 20.1 (2014):44-54-Peer-Reviewed.
5. Wholistic and Service-Centered Education: Emerging Educational Lessons from Starehe Boys Centre and School, Kenya” *African Educational Research Journal*, Volume 12.2 (2012):59-68. -Peer- Reviewed.
  6. “Partnering in School Leadership: Lessons from Starehe Boys Centre and School, Kenya.” *Journal of International Learning*, Volume 18, Issue 8, 2012:115-125.- Peer-Reviewed.
  7. “Beyond the Methods Course: Using Exploratory Practice for Graduate Student Teacher Development.” *Journal of American Association of University Language Supervisors and Coordinators* (2012), 107-127.-Peer-Reviewed.
  8. Educational Leadership with a Difference: A Case Study of Starehe Boys Centre and School, Kenya.” *World Universities Forum*, Volume 4, Issue 3, 2011: 57-69.- Peer-Reviewed.

#### **OTHER RELEVANT PROFESSIONAL ACTIVITIES AND ACCOMPLISHMENTS**

1. External Reviewer, Group Study Abroad, Summer Intensive Advanced Kiswahili, Tanzania, Fulbright-Hays Program, 2015-2018.
2. Executive Board Member, International Association of African Educators (IAAE), 2014- to present.
3. Reviewer for *Journal of African Languages Teachers Association* (JALTA), 2012-2017.
4. African Languages Teachers Association (ALTA), Executive Committee Member, 2010-2017.

**Esra Predolac**  
The University of Kansas  
School of Languages, Literatures & Cultures  
1445 Jayhawk Boulevard  
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Homepage: <https://slc.ku.edu/esra-predolac>

### **EDUCATION**

- August 2017 Ph.D., Linguistics, Cornell University, Ithaca, NY
- August 2007 M.A., Linguistics, Syracuse University, Syracuse, NY
- June 2005 M.A., English Language Teaching, Gazi University, Ankara, Turkey
- June 2001 B.A., English Language Teaching, Hacettepe University, Ankara, Turkey

### **EMPLOYMENT & TEACHING EXPERIENCE**

- 2015-Present Coordinator of the Critical Languages Consortium (CLC), School of Languages, Literatures & Cultures, University of Kansas
- 2013-Present Instructor, Turkish (all levels), Department of Slavic Languages & Literatures, University of Kansas
- 2010-2012 Instructor, Department of Linguistics & John S. Knight Institute, Cornell University
- 2007-2010 Teaching Assistant, Department of Linguistics, Cornell University
- 2006-2007 Teaching Assistant, Department of Languages, Literatures & Linguistics, Syracuse University
- 2005-2006 Fulbright Foreign Language Teaching Assistant, Department of Languages, Literatures & Linguistics, Syracuse University
- 2002-2005 Instructor of English; Materials Developer Ankara University, School of Foreign Languages
- 2001-200 Instructor of English, Atilim University

### **PRESENTATIONS**

- 2018 *Enhancing Cultural Comparisons and Presentational Communication through Writing*. Talk presented at the annual meeting of the National Council of Less Commonly Taught Languages, April 19-22, 2018, (NCOLCTL), Washington, DC
- 2017 *Integrating Comparisons into the Curriculum*. Paper presented at the 2nd AATT Conference: Approaches to Teaching Turkic Languages and Literatures, Georgetown University, Washington, D.C.
- 2017 *Integrating Intercultural Communication into the Three Modes of Communication*. Paper presented at the annual meeting of the National Council of Less Commonly Taught Languages, April 2017, (NCOLCTL), Chicago, IL
- 2016 *The Indicative and Subjunctive Moods in Turkish*. Paper presented at the 2nd Workshop on Turkish, Turkic and the Languages of Turkey (Tu+2),

- 2016 Indiana University, Bloomington, IN  
*An Evaluation and Comparison of Turkish Language Textbooks*. Paper presented at the 1st AATT Conference: Approaches to Teaching Turkic Languages and Literatures, Harvard University, Boston, MA
- 2016 *A Paratactic Analysis of Ki-Clauses in Turkish*. Invited talk presented at the Linguistics, Colloquy at the University of Kansas (KU), KS
- 2014 *Revisiting Finite Complement Clauses*. Talk presented at the Conference on Central Asian Languages and Linguistics (*ConCALL*), Indiana University, Bloomington, IN
- 2012 *Embedded Root Phenomena in Turkish*. Poster presented at the North East Linguistic Society (*NELS*) 43, CUNY, New York, NY
- 2012 *A Paratactic Analysis of Turkish ki-Clauses*. Paper presented at the Arizona Linguistics Circle (*ALC*) 6, University of Arizona, Tucson, AZ
- 2011 *Turkish Stress and the Prosodic Structure*. Paper presented at the Linguistic Society of America (*LSA*) 2010 Annual Meeting, Baltimore, MD
- 2007 *The Wh-argument/adjunct Distinction in Turkish*. Paper presented at the Graduate Student Workshop Mellon “Humanities Corridor,” Syracuse University, Syracuse, NY

#### **PUBLICATIONS**

- 2018 *Bare CPs and Bare Object NPs in Turkish*. In the Proceedings of Syntax, Phonology and Language Analysis 6 (*SinFonLJA6*).
- 2017 *The Indicative and Subjunctive Moods in Turkish*. In the Proceedings of *Tu+2*, Indiana University Press/ Indiana University Working Papers in Linguistics
- 2015 *Proceedings of the 9th Workshop on Altaic Formal Linguistics (WAFL9)*. Co-edited with Andrew Joseph. Cambridge, MA: MIT Working Papers in Linguistics
- 2014 *Embedded Root Phenomena in Turkish*. In the Proceedings of the North East Linguistic Society (*NELS*) 43. Amherst, MA: GLSA UMASS
- 2014 *A Paratactic Analysis of Turkish ki-Clauses*. In Arizona Linguistics Circle (*ALC*) 6 Proceedings, Coyote Papers, University of Arizona, Tucson, AZ.
- 2011 *Formal Approaches to Slavic Linguistics (FASL) 18: The Second Cornell Meeting*. Co-edited with Wayles Browne, Adam Cooper, Alison Fisher, Nikola Predolac, and Draga Zec. Ann Arbor: University of Michigan, Michigan Slavic Publications

#### **SCHOLARSHIPS, FELLOWSHIPS & GRANTS**

- 2017 Center for Teaching Excellence, University of Kansas, Department Teaching Grant, on behalf of the Critical Languages Consortium; Used towards a 4-day ACTFL OPI Workshop
- 2016 Center for Teaching Excellence, University of Kansas, Teaching-Related Education and Travel (TREAT) Grant; Used toward attending the annual meeting of National Council of Less Commonly Taught Languages (NCOLCTL)
- 2011-2012 Sage Fellowship, Graduate School, Cornell University



- 2010            The German Academic Exchange Service (DAAD) Language Research Trip Grant (Germany)
- 2007-2008    Sage Fellowship, Graduate School, Cornell University
- 2005-2006    Fulbright Scholarship, Department of Languages, Literatures and Linguistics, Syracuse University

#### **PROFESSIONAL MEMBERSHIPS**

- Linguistic Society of America (LSA)
- National Council of Less Commonly Taught Languages (NCOLCTL)
- The American Association of the Teachers of Turkic Languages (AATT)
  - Executive Board Member (2018-2021)
- The American Council on the Teaching of Foreign Languages (ACTFL)

## Amy E. Rossomondo

Associate Professor  
Director of Spanish Language Instruction  
University of Kansas  
Department of Spanish and Portuguese  
[arossomo@ku.edu](mailto:arossomo@ku.edu)

2644 Wescoe Hall  
Lawrence, KS 66045  
Office: (785) 864-0290

### EDUCATION

2003 Ph.D., Indiana University  
Hispanic Linguistics  
Major area: Second Language Acquisition  
Minor area: Applied Linguistics  
1997 M.A., University of Georgia  
Hispanic Linguistics  
1994 B.A., University of Notre Dame  
Majors: Spanish and Art History

### ACADEMIC APPOINTMENTS

2012-present Associate Professor, University of Kansas  
2004-2011 Assistant Professor, University of Kansas  
2003-04 Visiting Assistant Professor, Miami University of Ohio  
2004-present Director, Spanish Language Program, University of Kansas  
2011-present Faculty Fellow, KU Center for Teaching Excellence  
2016- 2019 Co-PI, Language Training Center (LTC) Program Grant  
\$650,000/year (with Megan Greene [PI], Randy Masten, Jonathan Perkins).  
2012-2015 Foreign Language Program Consultant, Center for Latin American and Caribbean Studies

### WEB-BASED PUBLICATIONS AND COMMERCIAL PROJECTS FOR FOUNDATIONAL SPANISH STUDIES

Contraseña, with Gillian Lord, LingroLearning, (2018).

The first native-digital learning environment for Elementary Spanish based on the theoretical underpinnings and approaches employed by the *Acceso* Project.

The Acceso Project, Project creator and director (2009-present)

<http://acceso.ku.edu/> An open access, web-based curriculum that structures critical exploration of the Spanish-speaking world to promote linguistic development, critical cultural literacy and intercultural learning. *Acceso* has been adopted by numerous colleges and universities; it has saved KU students more than \$900,000 in textbook costs since its launch 2009. Peer reviews appear in the *CALICO Journal* and *Hispania* (May, 2012).

Acceso Hub: Forma y Función, with Javier Barroso, LingroLearning (2018).

An online student activities manual to promote vocabulary and grammar learning through structured input and output practice contextualized to support the content and language learning goals of the *Acceso* curriculum. It contains over 200 interactive grammar and vocabulary activities that focus on speaking, listening, reading and writing.

Project *Conexiones* (2007-2010)

A Web-based, intercultural project that facilitates and structures interaction between KU students and students at the University of Costa Rica.

### **PRINT PUBLICATIONS (SELECTED)**

- The World Is Not Flat, So Why Are Our Textbooks?" (2018) *Hispania*, vol. 100 no. 5, pp. 251-257. (with Gillian Lord)
- Apologia No More: On Strong Foundations and the Future of Hispanism. (2018) *Hispania*, vol. 100 no. 5, pp. 27-32. (with Robert Bayliss)
- Integrating foundational language and content study through new approaches to hybrid learning and teaching. (2013). In F. Rubio and J. Thoms (Eds.), *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues*. Boston: Heinle Cengage.
- The *Acceso* project: Opportunities for graduate student professional development (2011). In Heather W. Allen and Hiram H. Maxim (Eds.). *Educating the future foreign language professoriate for the 21st century*. Boston: Heinle Cengage.
- Explorando el papel del intercambio virtual en el desarrollo de la competencia translingüística y transcultural (2009). *Hispania*, 92, 3: 567-579. (Lead author with Maria Alonso)
- Applying Web 2.0 technology to the task-based classroom (2009). In (Eds.) LeeAnn Stone and Carol Wilson-Duffy *Task-Based III: Expanding the Range of Activities with Online Resources*. International Association for Language Learning Technology (IALLT).
- The role of lexical temporal indicators and text interaction format in the incidental acquisition of the Spanish future tense (2007). *Studies in Second Language Acquisition*, 29, 1, 39-66.

### **REFEREED CONFERENCE PRESENTATIONS (SELECTED)**

- "Digital Translators: Part of the problem or part of the solution?" (60-minute presentation) ACTFL Convention, Boston, MA, November, 2016 (with Gillian Lord).
- "Using student reflection to achieve deeper and more visible learning" (90-minute panel organizer, moderator and presenter). International Society for the Scholarship of Teaching and Learning (ISSoTL) Conference, Los Angeles, CA, October 2016.
- "The world is not flat so why are our textbooks?" (with Gillian Lord) ACTFL Convention, San Diego, CA, November, 2015
- "How an innovative learning space can elevate an open-access learning place: Acceso gets SCALED-UP." CALICO Conference, Boulder, CO, May, 2015.
- "Social Places and Networked Spaces: Redefining Language Teaching with Social Media." (with Gillian Lord). CALICO Conference, Boulder, CO, May, 2015.
- "When Open Meets Hybrid: Exploring Affordances of Online Places and Spaces for Foundational Spanish Studies." (with Karen Acosta and Julia Murray). CALI Conference, Boulder, CO, May, 2015.
- "Assessing *Acceso*: Evidence from an OER for Foundational Spanish." Special Colloquium on "Open Educational Resources (OER) and Foreign Language (FL) Education: Investigating the Effects of OER on FL Learning and Teaching" (with Steven Thorne, Carl Blyth, Joshua Thoms, Fernando Rubio). American Association for Applied Linguistics Conference in Portland, Oregon, March, 2014.

**PROFESSIONAL SERVICE (SELECTED)**

2016-19	Spanish Section Head, American Association of University Supervisors and Coordinators
2013-2017	University Academic Assessment Committee (Chair, 2017)
2013-16	College Level Examination Program (CLEP) Spanish Test Development Committee (National)
2014-2016	CLAS Course Redesign Taskforce
2013-2017	University C21 Course Redesign Project to Transform Learning and Teaching
2013-15	University Higher Learning Commission Reaccreditation Committee for Assessing Student Learning

**FELLOWSHIPS & AWARDS (SELECTED)**

2017	Shulenburg Award for Innovation & Advocacy in Scholarly Communication
2014	John C. Wright Graduate Mentor Award
2012	Computer Assisted Language Instruction Consortium (CALICO) Access to Language Education Focus Award for <i>Acceso</i>
2012	Jessie & Marie Root Cramer Award for Excellence in Research and Teaching, University of Kansas
2007	Mortar Board Outstanding Educator of the Year, University of Kansas
1998	J. William Fulbright Research Fellowship, Madrid Spain

**Kimberly A. B. Swanson**  
Associate Professor  
Department of French, Francophone & Italian Studies  
School of Languages, Literatures & Cultures -  
University of Kansas

### **EDUCATION**

Ph.D., French Linguistics and General Linguistics, 2006  
Indiana University, Bloomington, IN  
M.A., French Linguistics, 1998  
Indiana University, Bloomington, IN  
B.A., International Studies, 1991  
Hamline University, Saint Paul, MN

### **EMPLOYMENT HISTORY**

#### **University of Kansas, Lawrence, KS**

*Associate Professor & French Language Program Director, August 2011 – Present*  
*Assistant Professor & French Language Program Director, August 2005-July 2011*

#### **Indiana University, Bloomington, IN**

*Visiting Lecturer, August 2002 - May 2005*  
*Assistant to the Editor/Editorial Assistant, July 1999 - July 2001*  
*Studies in Second Language Acquisition, Scholarly Journal*  
*Associate Instructor of French, August 1997 - June 1999*

#### **University of Lille III, Roubaix, France**

*Maître de Langue (English Language Instructor), September 2001 - August 2002*  
UFR Langues Étrangères Appliquées (Department of Applied Foreign Languages)

### **PUBLICATIONS**

#### **Journal Articles**

- Swanson, K. A. B. (in review). A bi-directional study of the L2 acquisition of aspiration. *Natural Language and Linguistic Theory*. (Reviewed/Refereed)
- Swanson, K. A. B. (in review). Learner variability in the L2 acquisition and suppression of palatalization. *Applied Psycholinguistics*. (Reviewed/Refereed)
- Swanson, K. A. B. (in revision). Acquiring and suppressing aspiration: The effects of phonological training. *Journal of Second Language Pronunciation*. (Reviewed/Refereed)
- Swanson, K. A. B. (in revision). The loss of the absolute genitive and null subjects in French: Reflexes of the same change in the grammar? *Journal of Historical Linguistics*. (Reviewed/Refereed)
- Swanson, K. A. B. (in progress). Paths to acquiring palatalization and spirantization in L2 English.
- Swanson, K. A. B. (in progress). The relative difficulty of constraint demotion: Evidence from French and English interlanguage.
- Swanson, K. A. B. (2017). Dictées in the French Second Language Classroom: Prevalence, Perceptions and Findings. *The French Review*, 90(3), 170-185.

- (Reviewed/Refereed)
- Dekydspotter, L., Sprouse, R. A., & Swanson, K. A. B. (2001). Reflexes of the mental architecture in second language acquisition: The interpretation of discontinuous *combien* extractions in English-French interlanguage. *Language Acquisition*, 9, 175-227. (Reviewed/Refereed)
- Dinnsen, D. A., McGarrity, L. W., O'Connor, K., & Swanson, K. (2000). On the role of sympathy in acquisition. *Language Acquisition*, 8, 321-361. (Reviewed/Refereed)

### **Book Chapters**

- Swanson, K. A. B. (2001). Is first language learning like second language learning? Learning L2 phonology in Optimality Theory. In *Selected Proceedings of the Second Language Research Forum* (pp. 23-41). Somerville, MA: Cascadilla Press. (Reviewed/Refereed)
- Dekydspotter, L., Sprouse, R., Swanson, K., & Thyre, R. (1999). Semantics, pragmatics, and second language acquisition: The case of *combien* extractions. In E. Hughes, M. Hughes, & A. Greenhill (Eds.), *Proceedings of the Annual Boston University Conference on Language Development* (Vol. 23, pp. 162-171). Somerville, MA: Cascadilla Press. (Reviewed/Refereed)

### **Instructional Materials**

- Anderson, R., Dolidon, A., Hackney, M., Martin, E., McMann, L., & Swanson, K. A. B. (2016/2012). Workbook/Laboratory Manual for *En avant* (Elementary French textbook by B. Anderson & A. Dolidon, 2nd ed.). McGraw-Hill. i-499. (Reviewed/Refereed) (Invited)
- Swanson, K. A. B., & Lux, C. (2013/2010). Testing Program for *Quant à Moi* (Intermediate French textbook by J. Bragger & D. Rice, 5th edition) on CD-Rom. Heinle-Cengage. 1-116. (Reviewed/Refereed) (Invited)
- New edition.
- Swanson, K. A. B., & Lux, C. (2010). Preface to Testing Program for *Quant à Moi* (Intermediate French textbook by J. Bragger & D. Rice, 4th edition) on CD-Rom. Heinle-Cengage. iii-xv. (Invited)
- Swanson, K. A. B., & Pons, C. (2009). Testing Program for *Points de depart* (Elementary French textbook by A. Valdman, C. Pons and M. E. Scullen). Pearson-Prentice Hall. i-552. (Reviewed/Refereed) (Invited)

### **Web/Online Materials and Products**

- Swanson, K. A. B., Kendrick, J. J., & Barbier, C. (2012-2016). *French à la mode*. University of Kansas. Open Educational Resource: Interactive cultural, video and audio activities to supplement elementary/intermediate-level French. EGARC. <http://french.dept.ku.edu/index.shtml>

### **SELECTED PRESENTATIONS/LECTURES/WORKSHOPS**

- Swanson, K. A. B. (2017, March 13). *Curriculum and Assessment in Beginning-Intermediate French Courses*. KU Critical Languages Consortium. (Invited) (Local)
- Swanson, K. A. B. (2016, April). *Acquiring the phonological system of a second language and effects of training*. Child Language Proseminar, University of Kansas. (Invited) (Local)
- Swanson, K. A. B. (2015, November). *Faculty-Student Interactions: A Professor's Perspective*. LA&S 150: Academic Success Seminar, University of Kansas. (Invited) (Local)
- Swanson, K. A. B. (2015, March). *Benefits of faculty-student interactions*. LA&S 292: Academic Success Seminar, University of Kansas. (Invited) (Local)
- Swanson, K. A. B. (2012, March). *Issues in acquisition versus suppression of phonological properties: Evidence from L2 French and English*. Child Language Proseminar, University of Kansas. (Invited) (Local)
- Swanson, K. A. B. (2011, July). *The use of 'dictées' and goals for proficiency in the French foreign language classroom*. American Association of Teachers of French, Montréal, Canada. (Reviewed/Refereed) (International)
- Swanson, K. A. B. (2010, February). *Exploring the relationship between the absolute genitive and null subjects in Old and Middle French*. MidAmerica Medieval Association Conference, Conception, MO. (Reviewed/Refereed) (Regional)
- Swanson, K. A. B. (2009, July). *Paths to acquiring palatalization and spirantization in L2 English*. International Symposium on Bilingualism, Utrecht, The Netherlands. (Reviewed/Refereed) (International)
- Swanson, K. A. B. (2007, October). *Acquiring and suppressing aspiration: Emergence of interlanguage constraints*. Second Language Research Forum. University of Illinois at Urbana-Champaign. (Reviewed/Refereed) (International)
- Swanson, K. A. B. (2006, October). *(Un)learning an L2 phonological process: A bi-directional study of aspiration*. The 12th Annual Mid-Continental Workshop on Phonology. University of Iowa, Iowa City, IA. (Reviewed/Refereed) (Regional)
- Swanson, K. A. B. (2006, October). *Acquisition versus suppression of palatalization by second language learners of English and French*. Mid-America Linguistics Conference. Southern Illinois University, Edwardsville, IL. (Reviewed/Refereed) (Regional)
- Swanson, K. A. B. (2006, October). *General tendencies and individual differences in L2 phonological acquisition*. Invited talk for the KU Department of Linguistics Colloquy. (Invited) (Local)

## Nina Vyatkina

### CURRENT AND PAST POSITIONS (KU)

Chair, Department of Germanic Languages and Literatures	2016 - present
Academic Director, Second Language Studies Certificate Program	2017 - present
Professor of German/Applied Linguistics	beginning August 2018
Associate Professor of German/Applied Linguistics	2013 - 2018
Assistant Professor of German/Applied Linguistics	2007 – 2013

### EDUCATION

Ph.D. in German (Applied Linguistics Option), The Pennsylvania State University  
M.A.+B.A. equivalent in German Linguistics, with Honors, Moscow State University, Russia

### MAJOR GRANTS AND AWARDS

*Longitudinal learner development in German as a second language*. PI. Fulbright U.S. scholar grant, US-Germany Commission. Fall 2014.  
*Data-driven language learning: Learner proficiency, performance, and perception*. PI. Fulbright EU Inter-Country Lecturing Program, UK-US Fulbright Commission. November 2014.  
*The dynamics of second language writing development: Measuring complexity and variability*. PI. *Language Learning* Small Grants Research Program. FY 2011-2012.  
*Comparing meaning in context: Components of a shallow semantic analysis*. Co-I. German Research Foundation (DFG), with PI Detmar Meurers, University of Tübingen, Germany. FY 2010 – 2013.  
*Linguistic annotation of a longitudinal learner corpus of German*. PI. German Academic Exchange Service (DAAD), Faculty Research Visit Grants. Spring 2010.  
*Paul Pimsleur Award for Research in Foreign Language Education*. Co-recipient with Julie A. Belz. Awarded by the American Council on the Teaching of Foreign Languages/The Modern Language Journal. November 2009.

### RECENT MAJOR PUBLICATIONS

Vyatkina, N., & Boulton, A. (Eds.). (2017). Corpora in language learning and teaching [Special issue]. *Language Learning & Technology*, 21(3).  
Heift, T., & Vyatkina, N. (2017). Technologies for teaching and learning L2 grammar. In C. A. Chapelle & S. Sauro (Eds.), *The handbook of technology in second language teaching and learning* (pp. 26-44). Hoboken, NJ: Wiley-Blackwell.  
Vyatkina, N. (2016). Data-driven learning of collocations: Learner performance, proficiency, and perceptions. *Language Learning & Technology*, 20(3), 159-179.  
Vyatkina, N. (2016). KANDEL: A developmental corpus of learner German. *International Journal of Learner Corpus Research*, 2(1), 102-120.  
Vyatkina, N. (2016). Data-driven learning for beginners: The case of German verb-preposition collocations. *ReCALL*, 28(2), 207-226.  
Vyatkina, N. (Ed.). (2015). New developments in the study of L2 writing complexity [Special issue]. *Journal of Second Language Writing*, 29.



- Vyatkina, N., Hirschmann, H., & Golcher, F. (2015). Syntactic modification at early stages of L2 German writing development: A longitudinal learner corpus study. *Journal of Second Language Writing*, 29, 28-50.
- Vyatkina, N., & Cunningham, D. J. (2015). Learner corpora and pragmatics. In S. Granger, F. Meunier, & G. Gilquin (Eds.), *The Cambridge handbook of learner corpus research* (pp. 281-305). Cambridge: Cambridge University Press.
- Vyatkina, N. (2013). Specific syntactic complexity: Developmental profiling of individuals based on an annotated learner corpus. *Modern Language Journal*, 97(s1), 11-30.
- Vyatkina, N. (2013). Pragmatics in learner corpora. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Oxford, UK: Wiley-Blackwell.
- Vyatkina, N. (2013). Discovery learning and teaching with electronic corpora in an advanced German grammar course. *Die Unterrichtspraxis/Teaching German*, 46(1), 44-61.
- Vyatkina, N. (2012). The development of second language writing complexity in groups and individuals: A longitudinal learner corpus study. *Modern Language Journal*, 96(4), 572-594.

#### **RECENT PRESENTATIONS (NATIONAL / INTERNATIONAL)**

- Vyatkina, N. (2018, March). Invited discussant at the colloquium *Looking back and looking forward: The research of telecollaboration two decades on*. American Association of Applied Linguistics (AAAL), Chicago, IL.
- Vyatkina, N. (2018, March). *Data-driven learning for instructed second language acquisition: Deepening the L2 vocabulary knowledge*. American Association of Applied Linguistics (AAAL), Chicago, IL.
- Vyatkina, N., Hirschmann, H., & Golcher, F. (2017, March). *Syntactic and lexical complexity in L2 German writing at early stages of instructed SLA*. Invited talk at the workshop 'Learner corpus based approaches to second language acquisition', Utrecht, the Netherlands.
- Vyatkina, N. (2017, October). *The interfaces between learner corpus research and second language acquisition*. Invited talk at the workshop 'Learner corpus research at the interfaces', Learner Corpus Research (LCR) conference, Bolzano, Italy.
- Vyatkina, N., Hirschmann, H., & Golcher, F. (2017, July). *Instructed second language acquisition and the emergence of L2 writing complexity*. Invited talk at the workshop 'Linguistic Complexity and Instruction', the 18th World Congress of Applied Linguistics, International Association of Applied Linguistics (AILA), Rio de Janeiro, Brazil.
- Vyatkina, N. (2017, July). *Data-driven language learning across the curriculum: Learning outcomes and learner perceptions*. 18th World Congress of Applied Linguistics, International Association of Applied Linguistics (AILA), Rio de Janeiro, Brazil.
- Vyatkina, N. (2017, May). *Bridging the gap between Data-Driven Learning and Instructed Second Language Acquisition: The case of L2 vocabulary*. Computer Assisted Language Instruction Consortium (CALICO), Flagstaff, AZ.
- Vyatkina, N., Hirschmann, H., & Golcher, F. (2017, March). *Syntactic and lexical complexity in L2 German writing at early stages of instructed SLA*. Invited talk at the workshop 'Learner corpus based approaches to second language acquisition', Utrecht, the Netherlands.
- Vyatkina, N. (2017, March). *Corpora in Language Learning and Teaching*. Colloquium conducted at American Association of Applied Linguistics (AAAL), Portland, OR.
- Vyatkina, N. (2016, November). *Learners as corpus research apprentices: Data-driven learning across a German Studies curriculum*. American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA.

- Vyatkina, N., Hirschmann, H., & Golcher, F. (2016, July). *Instructed second language acquisition and longitudinal learner corpus research: The case of lexical and syntactic complexity*. Teaching and Language Corpora (TaLC), Giessen, Germany.
- Vyatkina, N. (2016, April). *What can multilingual discourse-annotated corpora do for language learning and teaching?* Keynote talk, Second Action Conference 'TextLink: Structuring Discourse in Multilingual Europe', Budapest, Hungary.
- Vyatkina, N. (2015, November). *The development of German proficiency and Digital Humanities literacy through corpus-based language learning*. ACTFL, San Diego, CA.
- Vyatkina, N. (2015, September). *Data-driven learning: Can and should language learners become corpus linguists?* Invited. Emory University, Atlanta, GA.
- Vyatkina, N. (2015, March). *Data-driven learning at lower proficiency levels: The case of verb-preposition collocations*. AAAL, Toronto, Canada.

#### **SELECTED SERVICE (NATIONAL / INTERNATIONAL)**

##### Executive Board member:

*Computer Assisted Language Instruction Consortium (CALICO)* 2018 - present

##### Editorial Board member:

*Language Learning & Technology* 2014 - present

*International Journal of Learner Corpus Research* 2013 - present

##### Reviews for Agencies:

Research Foundation Flanders (Belgium), postdoctoral fellow application review 2017

Fulbright U.S. Scholar Program, Council for International Exchange of Scholars (CIES),  
Regional Peer Review panel for Germany 2016, 2017

##### Ad Hoc Reviews for Journals (multiple yearly):

*Canadian Journal of Learning and Technology; Canadian Modern Language Review; Computers & Education; International Journal of Applied Linguistics; International Journal of Corpus Linguistics; International Journal of Learner Corpus Research; Journal of Second Language Writing; mLanguage Learning; Language Learning & Technology; Modern Language Journal; ReCALL; Second Language Research; Spanish Journal of Applied Linguistics; System; TESOL Quarterly; Teaching German*

##### Reviews for Publishers / Edited Books / Textbooks:

Routledge; Georgetown University Press; Cambridge University Press; Presses universitaires de Louvain (Belgium); IGI Global; Pearson Prentice Hall; McGraw-Hill World Languages; American Association of University Supervisors and Coordinators

##### Reviews for Conferences:

American Association for Corpus Linguistics; Learner Corpus Research; American Association of Applied Linguistics; Georgetown University Round Table on Languages and Linguistics

##### Promotion and Tenure Reviews:

Iowa State University 2017

Georgia State University 2016

##### External examiner of a Ph.D. dissertation:

Pedagogical University Karlsruhe, Germany 2018

University of Sydney, Australia 2016

**Oleksandra Wallo (née Shchur)**

[owallo@ku.edu](mailto:owallo@ku.edu)

**EDUCATION**

- Ph.D., Slavic Languages and Literatures, University of Illinois at Urbana-Champaign. 2013.
- MA. Russian and Comparative Literature, The Pennsylvania State University. 2004.
- Specialist. English and English-Ukrainian-Russian Translation, Ivan Franko National University. 2002.

**ACADEMIC EMPLOYMENT**

- Assistant Professor of Ukrainian and Second Language Studies, University of Kansas. August 2015 - present.
- Coordinator of the Intensive Russian Language Program at Ft. Carson, CO, University of Kansas. August 2016 - present.
- Lecturer and Language Program Coordinator, University of Illinois at Urbana-Champaign. 2013-August 2015.
- Editorial Assistant for *Slavic Review*, University of Illinois at Urbana-Champaign. (2009-2010).
- Instructor of Slavic languages and Ukrainian culture, University of Illinois at Urbana-Champaign. 2007-2010.
- Instructor of English and English- Ukrainian translation/interpreting. Ivan Franko National University. 2005-2006.
- Instructor of Ukrainian language and culture. The Pennsylvania State University. 2002-2004.

**FELLOWSHIPS AND GRANTS**

- New Faculty General Research Fund Grant, University of Kansas. 2015.
- Block Grant Fellowship from the Department of Slavic Languages and Literatures, University of Illinois at Urbana-Champaign. 2012.
- Kathryn Davis Graduate Student Travel Grant from the Association for Slavic, East European, and Eurasian Studies. 2011.
- Dissertation Completion Fellowship from the Graduate College, University of Illinois at Urbana-Champaign. 2011-2012.
- Helen Darcovich Memorial Doctoral Fellowship from the Canadian Institute of Ukrainian Studies. 2011-2012.
- Dissertation Completion Fellowship from the School of Literatures, Cultures, and Linguistics, University of Illinois at Urbana-Champaign. 2011-2012 (declined).

## **PUBLICATIONS**

### **Book Manuscript:**

“Ukrainian Women Writers and the National Imaginary – From Soviet Collapse to the Euromaidan,” Under review.

### **Articles:**

- “‘The Stone Master’: On the Invisibility of Women’s Writing from the Soviet Ukrainian Periphery.” *EAST/WEST: Journal of Ukrainian Studies* 5.1 (2018), forthcoming.
- “Ukrainian Women Between Communism and Postcommunism: Memory and the Everyday of Ideology in Oksana Zabuzhko's *The Museum of Abandoned Secrets*.” *The Everyday of Memory: Between Communism and Postcommunism*. Ed. Marta Rabikowska. Oxford: Peter Lang, 2013. 267-289.
- “A Journey to the Soviet Union’s Mythical ‘Paradise’ in *Mann’s Way* (*V storonu Manna*) by Liudmila Petrushevskaia (2006).” [in English] *In Honour of Peeter Torop 60: A Collection of Papers from Young Scholars*. Ed. Katalin Kroó and Irina Avramets. Budapest-Tartu: Eötvös Loránd University and University of Tartu, 2010. 167-186.

## **INVITED TALKS AND PAPERS**

- “Teaching Ukrainian Grammar through Processing Instruction,” International Workshop *Practical Issues in the University-Level Teaching of Ukrainian*, University of Victoria, Victoria, Canada, May 2017.
- “Ukrainian Cities between East and West,” World Cities Series at Illinois State University (Normal, IL), October 2014.

## **SELECTED CONFERENCE PAPERS**

- “Teaching Ukrainian Cases in the North American College Classroom: Common Case Errors as Evidence for Teaching Practice,” *The Annual 2017 Conference of the American Association of Teachers of Slavic and East European Languages* in San Francisco, CA, February 2017.
- “Women’s Roles in Mass Protests: Ukrainian Women Writers Document the Euromaidan,” *The National 2016 Convention of the Association for Slavic, East European, and Eurasian Studies* in Washington, DC, November 2016.
- “Plotting the Nation: Representations of Ukraine in the Prose by Contemporary Ukrainian Women Writers,” *The Association on the Study of Nationalities 2016 World Convention* in New York, NY, April 2016.
- “A Woman-Centered History: Trauma, Nation, and Narration in the Prose by Maria Matios,” *The National 2013 Convention of the Association for Slavic, East European, and Eurasian Studies* in Boston, MA, November 2013.
- “‘A Strictly Ukrainian Crime’: The Murder Mystery Novel *Imitation* by Yevhenia Kononenko,” *The National 2012 Convention of the Association for Slavic, East European, and Eurasian Studies* in New Orleans, LA, November 2012.
- “‘A Strictly Ukrainian Crime’: Post-Soviet Postcolonial Desire in Yevhenia Kononenko's *Imitation*,” *3rd Annual Graduate Student Conference in Slavic Studies*, University of Illinois at Urbana-Champaign, February 2012.

- “On the (Im)possibilities of Writing in the Soviet Periphery,” *The National 2011 Convention of the Association for Slavic, East European, and Eurasian Studies* in Washington, DC, November 2011.

#### **SELECTED SERVICE**

- Evaluator, National standards for Ukrainian as a foreign language, Ukrainian Ministry of Education. November 2017.
- Chair, Language Assessment Committee. Developed a new comprehensive plan for assessing language proficiency of KU Slavic majors. February 2016 - January 2017.
- Departmental liaison to the KU Center for Teaching Excellence. AY 2015 – 16.
- Director, KU Summer Language Institute in L'viv, Ukraine. Spring/Summer 2017.
- Faculty Mentor, Fulbright Foreign Language Teaching Assistant from Ukraine. August 2017 - Present
- Host, Open World Program delegation of educators from Ukraine. September 2016.
- Evaluator, Ukrainian language proficiency exams. Loyola University. September 2015 – Present.
- Creator, Intermediate Ukrainian Language Proficiency Exam, Loyola University. 2016.

**Brenda Wawire**

University of Kansas · 1440 Jayhawk Boulevard · Bailey Hall, Room 9 · Lawrence, KS 66045

Email: [wawireb@ku.edu](mailto:wawireb@ku.edu)

**EDUCATION**

Ph.D., Curriculum & Instruction - Foreign & Second Language Education. Florida State University. August 2017.

Dissertation: Causal-effect of cross language transfer of phonological awareness: a randomized control trial

Graduate Certificate in Measurement and Statistics Spring 2017

Graduate Certificate in Program Evaluation Fall 2015

M.A., Teaching English to Speakers of Other Languages, University of Mississippi. May 2013.

B.A., English, Linguistics and Literature. Kenyatta University (Nairobi, Kenya). August 2009.

**ACADEMIC APPOINTMENTS**

Lecturer & African Languages Coordinator, Department of African and African American Studies, University of Kansas. December 2017 - Present

Kiswahili Curriculum Developer, STARTALK Kiswahili Infrastructure Project. The Language Acquisition Resource Center, San Diego State University. July 2017 - December 2018

Lecturer, Center for African Studies, University of Florida. Summers 2013, 2014, 2017.

Instructor, School of Teacher Education, Florida State University.

AY 2016 - 17.

Instructor, Department of Modern Languages, University of Mississippi.

AY 2011 - 13.

Teaching Assistant. Department of English, Modern Foreign Languages and Speech Communication, Jackson State University. AY 2010 - 11.

**PUBLICATIONS**

Wawire B. A., & Kim, Y-S., (2018). Cross-language transfer of phonological awareness and letter knowledge: causal evidence and nature of transfer, *Scientific Studies of Reading*, DOI: 10.1080/10888438.2018.1474882

**PUBLICATIONS FORTHCOMING**

Wawire B. A., (Under review) Improving the quality of reading instruction: Reconstructing reading curriculum in teacher preparation program in Kenya. *Africa Education Review*.

Wawire B. A., & Zuilkowski, S. S., (Under review) The role of receptive and decoding language skills in predicting reading comprehension among multilingual first grade children in Kenya. (*Journal of Reading Research*)

Papi, M., Wawire, B. A., Bondarenko H., Jiang, C., & Zhang, X., (Under review). Motivation and Feedback: The effects of implicit theories of L2 intelligence on students' response to written corrective feedback. *Second Language Writing*.

## **PRESENTATIONS**

- Wawire B. A., & Zuilkowski S.S. (2018). (Accepted). *The role of vocabulary and decoding language skills in predicting reading comprehension: a cross-linguistic perspective*. To be presented at the Society of Scientific Study of Reading 25<sup>th</sup> Annual Meeting, Brighton, United Kingdom. (International)
- Wawire B. A., & Mwangi P. (2018). *Implementing STARTALK-endorsed principles in Swahili Curriculum Design: Implications for effective instruction*. Presented at the 21 Annual National Council of Less Commonly Taught Languages. Herndon, Virginia. (International)
- Wawire B. A., (2018). *Improving the quality of reading instruction: Reconstructing reading curriculum in teacher preparation program in Kenya*. Presented at American Educational Research Association Annual Meeting New York City, New York. (International)
- Wawire B. & Kim YS., (2017). *Causal-effect of cross language transfer of phonological awareness: a randomized control trial*. Presented at the Society of the Scientific Study of Reading 24<sup>th</sup> Annual Meeting. (International)
- Wawire, B., (2015). *Focused direct and indirect written corrective feedback: factors influencing uptake and retention of written corrective feedback*. Presented at the American Council of Foreign Language Teachers Conference, San Antonio Texas. (International)
- Wawire, B., Wasan T., & Yu M., (2014) *Using digital storytelling to teach elementary ESL grammar*. Presented at the 11<sup>th</sup> Annual TESOL Applied Linguistics Graduate Students annual conference, East Carolina University. (Regional)
- Wawire, B., (2013). *The use of wikis and chats in teaching writing in Swahili*” presented at the National Council of Less Commonly Taught Languages convention, Chicago, Illinois. (National).
- Wawire, B., & Muchira, J. (2013). *Quality Assurance Measures: Curbing dropout in primary school in Kenya*. Presented at the CIES South East Regional Conference, Tallahassee, Florida. (Regional)
- Wawire, B. (2013). *The effect of direct and indirect feedback taking a sociocultural approach* presented at the Alabama-Mississippi Teachers of English to Speakers of Other Languages, Huntsville, Alabama. (Regional)

## **PROFESSIONAL DEVELOPMENT**

- |      |  |
|------|--|
| 2018 | National African Language Resource Center (NALRC) Trainer of Trainers Professional Development Workshop for Less Commonly Taught Languages. Indiana University, Bloomington, Indiana.                        |
| 2017 | American Council of Foreign Language Swahili Standards Setting Workshop. Department of the Army: Defense language Institute Foreign Language Center and Presidio of Monterey, Embassy Suites, Baltimore, MD. |
| 2017 | Sisters of the Academy (SOTA) Research Boot Camp (Junior Scholar). Florida State University, Tallahassee FL.   |
| 2017 | National African Language Resource Center (NALRC) Second Professional Development for Less Commonly Taught Languages Instructor Training/Workshop, Indiana University, Bloomington, Indiana.                 |
| 2015 | Sisters of the Academy (SOTA) Research Boot Camp (Level 1 doctoral student). Florida State University, Tallahassee FL.   |

2015	FSU Startalk teacher training for Less Commonly Taught Languages, Florida State University, Tallahassee, FL.
2012	Swahili Startalk teacher training, University of Wisconsin-Madison, Madison, WI
2012	National African Languages Resource Center Summer Institute, University of Wisconsin-Madison, WI

### **SELECTED GRANTS**

2015 – 16	International Peace Scholarship. Funded by Philanthropic Educational Organization. Total award \$10,000.
2015 – 16	Richard A. Horovitz Fund for Professional Development. Funded by Institute of International Education. Total award \$6,000.
2014 – 15	International Peace Scholarship. Funded by Philanthropic Educational Organization. Total award \$10,000.
2010 – 11	Fulbright Foreign Language Teaching Assistant placed at Jackson State University. Funded by the Institute of International Education.

### **MEMBERSHIPS**

- American Council of Teachers of Foreign Languages, date – Present
- National Council of Less Commonly Taught Languages (NCLCTL), date – Present
- Society of the Scientific Study of Reading
- South East Evaluation Association

### **LANGUAGE SKILLS**

- English – fluent in speaking, reading and writing
- Swahili - native in speaking, reading and writing
- Lunyala – native in speaking, reading and writing



**Gillian Weatherley**  
Department of French, Francophone and Italian Studies  
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### **EDUCATION**

Ph.D., French, University of Kansas. 2014

M.A., French, University of Kansas 2009

Post Graduate Certificate of Education (1980) French and Spanish, Napier University, Edinburgh

B.A., French with Spanish subsidiary, University College, London 1979

### **ACADEMIC AND ADMINISTRATIVE APPOINTMENTS**

2013-present	Advanced lecturer French, Language Program Associate Department of French, University of Kansas
2012-2013	Lecturer, Department of French, University of Kansas
2006-2012	GTA, French: Department of French, University of Kansas
Summer 2008	GTA Summer Language Institute, Paris
2006	GTA, Spanish Department of Spanish, University of Kansas
2001-2004	Teacher, French, Cashmere High School, Christchurch, New Zealand
2000	Teacher, Spanish, Cashmere High School, Christchurch, New Zealand
1996-1998	Teacher of French, Craigavon Senior High School, Northern Ireland
1993-1995	Lecturer, Spanish, Upper Bann Institute of Further & Higher Education, N. Ireland
1981-1984	Teacher, French, Spanish, St Andrew's High School, Kirkcaldy, Scotland

### **SELECTED PUBLICATIONS**

“Avatars of Gendered Societal Constructs in Seventeenth-Century *Contes de fées*”. Diss.

University of Kansas, 2014. UMI 13274

...with Paul Scott “Charles Perrault”, *The Literary Encyclopedia* August 2013.

<http://litencyc.com>

### **SELECTED PRESENTATIONS**

“Reinterpreting Ovid: Maily's atypical vessels for metamorphs” *Chimères* Kansas Union, University of Kansas, Lawrence, KS. April 12 2014.

“Gorgons and goddesses in *La Tyrannie des fées détruite*” Hall Center, University of Kansas, Lawrence, KS. February 8<sup>th</sup> 2016.

### **PROFESSIONAL SERVICE**

2017-present	Course designer and writer of new 300 level oral and written communication course.
2017	Participant at Vista Higher Learning 3 day forum on incorporating technology into language instruction.
2015- present	Language placement advisor
2012- present	Mentor incoming GTAs in teaching methodology for department.

2012-present	Supervise 200-level Instructors. This includes writing syllabi, setting up online homework , writing all assignments, supervising exam writing, advising instructors and supporting them in interactions / difficulties with students. I observe and mentor 100- and 200- level instructors and provide reports on their performance.
2013 to present	Assist with Outreach Activities for Shawnee Mission High School visit to KU French department
Fall 2011	Research Assistant to Professor Paul Scott for <i>Year's Work in Modern Language Studies</i>
2007- 2009	Member of editorial board and treasurer of <i>Chimères</i> , graduate journal of French
2005-2007	Editorial assistant to Professor Laurence Weatherley, editor of Elsevier's <i>Chemical Engineering Journal</i> .
1999-2001	Personal Assistant to Professor Roger Key, Director of the Wood Technology Research Centre, University of Canterbury, New Zealand

#### **AWARDS AND HONORS**

2012	Newberry Travel Grant
2012	David A Dinneen for Pedagogical Excellence, Department of French, KU
2012	Nominated for MAGS Excellence in Teaching Award
2011	Excellence in PhD Graduate Studies, French Department, KU
2011	Kenneth Cornell and Robert G. Mahieu Scholarship for research in France
2011	Chancellor's Graduate Teaching Assistant Award, University of Kansas
2010	Excellence in PhD Graduate Studies, French Department, KU
2010	David A Dinneen for Pedagogical Excellence, Department of French, KU

**Sheree W. Willis**  
Executive Director  
Confucius Institute of the University of Kansas  
Ph: (913) 897-8612, sawillis@ku.edu

### **EDUCATION**

Ph. D. Candidate, Foreign Language Education, Curriculum and Teaching, University of Kansas, 2007-current (expected July 2018)\_  
Dissertation topic: Beliefs of Chinese as a Foreign Language Teachers on Teaching Literacy in Chinese

M.A., East Asian Languages and Cultures, University of Kansas, 2000.  
Studied at Zhengzhou University, Henan; Stanford Center, Taipei; National Taiwan University, Taipei. National Resource Fellowship; James B. Pearson Fellowship. Thesis: *Villagers and Officials; Zhang Yigong's Rural Stories of the early 1980's.*

B.A., Chinese Language and Literature, University of Kansas, 1979.

### **EMPLOYMENT**

2008 - Executive Director, Confucius Institute. University of Kansas

2006-08 Associate Director for Programs, Confucius Institute, University of Kansas

2002-08 Center for East Asian Studies, University of Kansas

- Director, Kansas-Asia Scholars China Program
- Assistant Director, Kansas Asia Community Connection
- China High School Exchange Project

2001-02 Special Programs Coordinator, Center for International Business Education and Research (CIBER), University of Kansas

Outreach Coordinator, Office of Study Abroad, University of Kansas

1992-2001 Freelance Interpreter, Translator, and Consultant

1984-92 U.S. Department of State-Foreign Service Officer

- Deputy Chief, Consular Section, U.S. Embassy, Kuala Lumpur
- Science and Technology Officer, U.S. Embassy, Beijing
- Consular Officer, U.S. Consulate, Shanghai
- General Services Officer, U.S. Embassy, Tunis

### **TEACHING**

2016 Comprehensive Chinese 1 non-credit 12 week class for adults

2014 10 week Chinese Language and Culture for Hi-tech Professionals, EyeVerify, Kansas City, KS

2006-13 “Chinese Language and Culture for Business Professionals”, 10-week for Black and Veatch Corp. (delivered twice a year), Overland Park, KS.

2013 Chinese Language for Data Managers, custom designed course for Perceptive Software, Shawnee, KS.

2013 CT 822 Second Language Acquisition: Model Four: Linguistic Factors in SLA.

### **SELECTED CONFERENCE PRESENTATIONS**

“Structured Input Exercises for Teaching Chinese Grammar” Presentation to Chinese language teachers workshop, KU Edwards Campus, Overland Park, KS. Oct. 28, 2016

孔子学院与“慕课”：中国语言与文化远程教学的创新 “Confucius Institutes and MOOCs:

Innovations in Teaching Chinese Language and Culture by Distance Learning, Presentation at 8<sup>th</sup> Confucius Institutes Conference. Dec. 7, 2013

“Engaging Online Materials” Led panel presentation at STARTALK conference, Portland, OR. Oct. 19, 2013

“Story-based Chinese Curriculum for ES Students” Chaired panel presentation at National Chinese Language Conference, Boston, MA. Apr. 8, 2013

"Blended Learning: Curriculum Design for Today's Students" Led team presentation, ACTFL Convention, Philadelphia, PA. Nov. 17, 2012

"Teaching Culture through Language" Lecture at Minnesota Chinese Teachers Association, Minneapolis, MN. Nov. 9, 2012

"Expanding Access to Chinese Language Instruction by Videoconferencing: A Different Kind of Face to Face" Presentation at National Chinese Language Conference, Washington, DC. Apr. 13, 2012

“Teaching Chinese through Videoconferencing” presentation with Lu Yuan, ACTFL, Philadelphia, PA. Nov 2011

"Expanding Access to Chinese through Distance Learning: A Partnership between Higher Education and K-12" Presentation at National Chinese Language Conference, Washington, DC. April 24, 2010

“An Engaging Curriculum: STARTALK 2010” Led team presentation, Kansas World Languages Association Conference, Overland Park, KS. Nov. 6, 2010

“IDL Best Practices” Presentation at STARTALK national conference, Atlanta, GA. Oct. 16, 2010

## **AWARDS**

### **Individual Awards**

- 2011 Confucius Institute Outstanding Contribution of the year
- 2009 Confucius Institute Director of the Year
- 2008 Confucius Institute Director of the Year
- 1991 Meritorious Honor Award, U.S. Department of State
- 1991 Superior Honor Award, U.S. Department of State

### **Institutional Awards**

- 2017 Blue Valley School District Friend of Education
- 2014 Confucius Institute Pioneer Award
- 2013 Award for Community Service, Kansas City China Friendship Society
- 2010 Confucius Institute of the Year
- 2009 Community Service Award, for response to 2008 China Earthquake, Kansas City Chinese American Association
- 2008 Institute of the Year
- 2008 Service Award for International Academic Leadership, Kansas City International Relations Council

### **COMPETITIVE GRANT FUNDING**

- 2008 - 2014    STARTALK grants to offer Chinese language summer camps for high students
- 2008- 2012    Kansas Humanities Council support for Confucius Institute Kansas City Chinese Film Festival

### **OTHER TRAINING, QUALIFICATIONS**

- MOPI (Modified Oral Proficiency Interview) training, Completed April 2010
- SOPA (Student Oral Proficiency Assessment) training, Completed May 2011

### **SELECTED SERVICE TO THE PROFESSION**

- President, Kansas World Languages Association, 2017 to current
- Member Kansas State Department of Education, Advisory Committee for World Languages Consultant (2010-2016)

**Ada Emmett**  
University Libraries  
1425 Jayhawk Boulevard  
440 Watson Library  
Lawrence, KS 66045  
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Email Address: aemmett@ku.edu

### **EDUCATION**

Master of Library and Information Science (M.L.I.S.) University of Washington  
Seattle, WA 2002

Bachelor of Arts (B.A.), Linguistics The University of Michigan, Ann Arbor, MI 1986

### **CURRENT ACADEMIC APPOINTMENT**

Director, Shulenburg Office of Scholarly Communication & Copyright; Librarian; University Libraries, University of Kansas 2013-present

### **INDIVIDUAL HONORS/AWARDS**

Gretchen and Gene A. Budig Distinguished Librarian Award, University of Kansas (June 2011)

This monetary award is presented annually to a library faculty member who demonstrates meritorious professional performance and service.

### **SELECT PUBLICATIONS: 2015-2017**

Kieft, R., Emmett, A., Bolick, J., & Kennison, R. (2017, February 20). OA Beyond APCs: a conference report. *In the Open (blog)*. <http://intheopen.net/2017/02/oa-beyond-apcs-a-conference-report/> <http://hdl.handle.net/1808/22153>

A post-symposium report on the details and outcomes of the KU hosted/sponsored international symposium: Envisioning a World Beyond APCs/BPCs, November 17-18, 2016. Co-sponsored by KU Libraries, K|N Consultants, SPARC, ARL, and Allen Press

Bolick, J., Emmett, A., Greenberg, M. L., Rosenblum, B., & Peterson, A. T. (2017). How Open Access is Crucial to the Future of Science. *Journal of Wildlife Management and Wildlife*, 81(4), 564-566. <http://onlinelibrary.wiley.com/doi/10.1002/jwmg.21216/full> <http://hdl.handle.net/1808/22672> doi:10.1002/jwmg.21216 (Peer Reviewed)

Peterson, A. T., Emmett, A., Bolick, J., Greenberg, M. L., & Rosenblum, B. (2016). Subsidizing truly open access. Letter to Editor in *Science* (6292nd ed., Vol. 352, pp. 1405). <http://hdl.handle.net/1808/20978> and <http://science.sciencemag.org/content/352/6292/1405.1> and doi:10.1126/science.aag0946 PMID: 27313033

Bonaccorso, E., Bozhankova, R., Cadena, C. D., Čapská, V., Czerniewicz, L., Emmett, A., Oludayo, F. F., Glukhova, N., Greenberg, M. L., Hladnik, M., Grillet, M. E., Indrawan, M., Kapović, M., Kleiner, Y., Łaziński, M., Loyola, R. D., Menon, S., Morales, L. G., Ocampo, C., Pérez-Emán, J., Townsend Peterson, A., Poposki, D., Rasheed, A. A., Rodríguez-Clark, K. M., Rodríguez, J. P., Rosenblum, B., Sánchez-Cordero, V., Smolík, F., Snoj, M., Szilágyi, I., Torres, O., & Tykarski, P. (2014). Bottlenecks in the Open-Access System: Voices from Around the Globe. *Journal of Librarianship and Scholarly Communication*, 2(2), eP1126. <http://jlscc-pub.org/articles/abstract/10.7710/2162-3309.1126/> doi:10.7710/2162-3309.1126 (Peer Reviewed)

Peterson, A. T., Emmett, A., & Greenberg, M. L. (2013). Open Access and the Author-Pays

Problem: Assuring Access for Readers and Authors in a Global Community of Scholars. *Journal of Librarianship and Scholarly Communication*, 1(3), eP1064. <http://jlscc-pub.org/articles/abstract/10.7710/2162-3309.1064/> <http://hdl.handle.net/1808/10882> doi:10.7710/2162-3309.1064 (Peer Reviewed)

Emmett, A. (unpublished). *Urges to Share under the Glare of Competition: Cooperation and Competition in the Dissemination of Knowledge*. This was a proposal to the University of Kansas Hall Center Fall Faculty Colloquium on the Cultural Lives of Neoliberalism; the proposal was accepted and I jointed the Colloquium in August 2016

Emmett, A., Peterson, T., Greenberg, M. L., Bolick, J., & Rosenblum, B. (unpublished). Global Voices in Developing a Sustainable, Equitable Open Access Future. In *Triangle Scholarly Communication Institute's Economics, and Values: Changing the Political Economy of Scholarly Publishing*. A synopsis of the proposal is posted publicly, <https://trianglesci.org/2016/06/17/global-voices-in-developing-a-sustainable-equitable-open-access-future/>

Peterson, A. T., Emmett, A., Bolick, J., Greenberg, M. L., & Rosenblum, B. (2016). Subsidizing truly open access. In *Science* (6292nd ed., Vol. 352, pp. 1405). <http://science.sciencemag.org/content/352/6292/1405.1> <http://hdl.handle.net/1808/20978> doi:10.1126/science.aag0946

#### **SELECT SCHOLARLY PRESENTATIONS/LECTURES: 2015-2018**

Emmett, A. (2018, April 23). How to Develop a Faculty Open Access Policy as a Multi-stakeholder, *Multi-year Cooperative Project*. Digital Initiatives Symposium, University of San Diego. <http://digital.sandiego.edu/symposium/2018/2018/3/> and <http://digital.sandiego.edu/cgi/viewcontent.cgi?article=1189&context=symposium>. Invited in Fall 2017 to develop and offer a 1/2 day workshop as a pre-conference meeting prior to the Digital Initiative Symposium at the University of San Diego, April 23-24th 2018. 24 participants worked for 3 hours together.

Emmett, A. (2017, January 26). *Envisioning a Global Open Access Future*. Purdue University Libraries Special Presentation, Purdue University Libraries, West Lafayette, Indiana. (Regional/State/Local, INVITED) Requested to speak on: "What are the opportunities at work in Open Access and scholarly communications on both the national as well as the international scene? What advances have we made? What challenges do we currently face?"

Emmett, A. (2015, February 7). *Institutional Model of Excellence Keynote: Faculty Open Access Policies: Public Missions, Public Research, Public Good (Keynote Address)*. SEC Academic Collaboration Award 2015 Workshop: Developing Partnerships to Advance Open Access Initiatives at SEC Universities, Texas A&M University, College Station, TX. <http://library.tamu.edu/secacademicaward2015/agenda.html>. I gave a keynote address to attendees using the history of open access at KU as a case study to frame the discussion on the history of open access nationally and internationally.

Emmett, A. (2015, October 19). *University Librarians functional and advocacy roles in the Open Access movement*. Webinar Presentation, Library and Information Association of South Africa, University of KwaZulu-Natal Howard College, South Africa. <http://webinarliasa.org.za/playback/presentation/0.9.0/playback.html?meetingId=7bb803f64f0cbfc7cc5801e4601cf919f25af07d-1445246675454>. (International)

Odell, J., Emmett, A., Macklin, L., Miller, J., & Booke, M. (2015, March 28). *Open Access Policy Advocacy, Adoption and Implementation Services*. Association of College & Research Libraries Bi-Annual Conference, Portland, Oregon. (National, REFEREED)

### **SELECT SERVICE: 2015 – 2018**

West African Elibrary Collaborative project, NC, USA. Advisor to this grant funded project coming out of Duke University but with collaborators in Nigeria. (Appointed) (Fall 2017 - Present)

SPARC (Scholarly Publishing & Academic Resources Coalition) Steering Committee, Board Member, Washington, DC. Three-year term. (January 1, 2015 - December 31, 2017)

Symposium co-planner, sponsor: Envisioning a World Beyond APCs/BPCs.

<https://openaccess.ku.edu/symposium>, Organizer, Lawrence, KS, USA. Lead co-planner and co-sponsor of international two-day symposium hosted at the University of Kansas, one portion livestream broadcast, with several internationally respected non-profit organizations. (November 17, 2016 - November 18, 2016)

Purdue University Press/Scholarly Publishing Services Management Advisory Board, Member. Serve as a Board member on this University Press advisory board. (Fall 2015 - Summer 2018)

### **RESEARCH GRANTS 2017-2018**

Emmett, A. (Principal). *Fulbright specialist, Information Science*. Fulbright Specialist roster for three years; approved. Project submitted by the Wildlife Institute of India for an expert in open access/information science has been accepted. I will go in March 2019.

Emmett, A. *Sophisticated Forms of Cooperation: Mechanisms for Equity in an Open Access Publishing System*. \$6,000, AWARDED for July 1, 2018 - June 30, 2019. This award will support my sabbatical efforts by allowing me to attend conferences and trainings in preparation for completion of my sabbatical project.



**Megan M. Ferry**  
Associate Professor of Chinese and Asian Studies  
Modern Languages and Literatures Department  
Union College  
Schenectady, NY 12308  
(518) 388-7104  
[ferrym@union.edu](mailto:ferrym@union.edu)

### **EDUCATION**

Washington University-St. Louis, Comparative Literature (Chinese and German languages and literatures), PhD August 1998. Dissertation: "Chinese Women Writers of the 1930s and Their Critical Reception."  
Washington University-St. Louis, Comparative Literature, MA, Fall, 1993.  
Mount Holyoke College, South Hadley, Asian Studies/German, BA, cum laude, 1989.

### **PROFESSIONAL EXPERIENCE**

Chair, Modern Languages and Literatures Department, Union College, 2016-  
Director of Chinese Program, Union College 1999-2017  
Director of East Asian Studies, Union College 2006-2009, 2015-2016  
Professor of Chinese, Department of Modern Languages and Literatures, Union College (September, 2018)  
Associate Professor of Chinese and East Asian Studies, Department of Modern Languages and Literatures, Union College, 2005-present  
Visiting faculty, Uninter, Cuernavaca, Mexico, 2009  
Luce Junior Professor of Chinese and East Asian Studies, Department of Modern Languages and Literatures, Union College, 1999-2005  
Lecturer, Department of Russian, Eurasian, East Asian Languages and Cultures, Emory University, 1998-1999  
Instructor and teaching assistant, Comparative Literature Program, Washington University in St. Louis, 1992-1998

### **SELECTED PUBLICATIONS**

*Chinese Women Writers and Modern Print Culture*, Amherst, NY: Cambria Press, 2018.  
"Between Realism and Romanticism: Queering Gender Representation in Cui Zi'en's *Night Scene*," ed. Jason Kuo, Washington, DC: New Academia Publishing, 2012.  
"Chinese Travels to Africa: Cultural Representation in the Age of Globalization," in *China and New Left Visions: Political and Cultural Interventions*, eds. Ban Wang and Jie Lu, Lanham, MD: Rowman & Littlefield Publishers, 2012.  
"Marketing Chinese Women Writers in the 1990s, or the Politics of Self-Fashioning," *China's Literary and Cultural Scenes at the Turn of the 21st Century*, ed. Jie Lu, New York: Routledge, 2008.  
Ghaly, A.M. and Ferry, M.M. "To Dam Or Not To Dam: An Insight Into The Environmental Politics Of Rivers," American Society of Engineering Education (ASEE), Zone 1 Conference Proceedings, West Point, March, 2008. (peer reviewed)  
Ghaly, A.M. and Ferry, M.M. "The New Wall of China: The Humanistic and Engineering Aspects of Taming a Turbulent River," University of North Carolina Asheville Science and Humanities Conference, October, 2007. (conference proceeding)

- “Woman and Her Affinity to Literature: Defining Women Writers’ Role in China’s Cultural Modernity,” *Contested Modernities in Chinese Literature*, ed. Charles Laughlin, New York: Palgrave, 2005.
- “Women’s Literary History: Inventing Tradition in Modern China,” *Modern Language Quarterly* 66.3 (September 2005): 299-328.
- “Advertising, Consumerism and Nostalgia for the New Woman in Contemporary China,” *Continuum: Journal of Media and Cultural Studies* 17:3 (2003): 277-290.
- “Marketing Chinese Women Writers in the 1990s, or the Politics of Self-Fashioning,” *Journal of Contemporary China*, 12:37 (2003): 655-675.
- “Visions of the Chinese Cultural Revolution in Latin America: China as Utopia,” *Modern Chinese Literature and Culture*, 12:2 (Fall, 2000): 236-269.

#### **SELECT CONFERENCES, WORKSHOPS, AND LECTURES**

- “Media and Markets: A Perspective on China-Latin American Relations in Media Res,” China and the Global South: A Humanistic Perspective panel, sponsored by the China and Inner Asia Council, Association for Asian Studies, Toronto, March 16-19, 2017.
- “Chinese Characters and the Stories they Tell,” Webinar hosted by the Five College Center for East Asian Studies (FCCEAS), December 10, 2013.  
<https://www3.gotomeeting.com/register/153318222>.
- “Exploring What to Do with an iPad in Teaching and Research.” Small moments, Big Ideas. Building connections. Lunch and Learning Technology Innovations. Union College, November 7, 2013
- “Fraternal Touches and Smiling Faces: Soft Power Machinations in the Eyes of Manuel Zapata Olivella’s 1952 Visit to China,” Afro-Latin American Research Association (ALARA) Conference, August, 2012 Costa Rica.
- “Media and Market: China-Latin American Relations from a Communications Perspective,” *Subway Culture and Advertising Culture*, James Baker Institute for Public Policy and Rice University, Houston, TX, October 2010.  
[http://edtech.rice.edu/www/?option=com\\_iwebcast&action=details&event=2346](http://edtech.rice.edu/www/?option=com_iwebcast&action=details&event=2346) (Afternoon Session 1).
- “Between Realism and Romanticism: Queering Gender Representation in Cui Zi’en’s *Night Scene*,” The Status of Theory in Contemporary Chinese Film and Visual Culture, University of Maryland-College Park, MD, February 20-21, 2009.
- “The Power of *Wen* in Chinese Culture,” workshop presentation for NCTA (National Consortium for Teaching about Asia) Seminar Program, Sponsored by the Five College Center for East Asian Studies NCTA National Site, hosted by Union Graduate College, Schenectady, NY, February 26, 2008, 2013.
- Ghaly, A.M. and Ferry, M.M. "The New Wall of China: The Humanistic and Engineering Aspects of Taming a Turbulent River," University of North Carolina Asheville Science and Humanities Conference, October, 2007.
- “Chinese Travels to Africa: Cultural Representation in the Age of Globalization,” IIS - Institute for International Studies Workshop, “Class and place: cosmopolitan perspectives on a ‘grounded’ sensorium” University of Technology, Sydney, Australia 18-19 June 2007.
- “Othering the Self and the Political Economy of Leisure: Chinese Travels to Africa,” Asian Merchant Cultures at the Crossroads, Hofstra University, Hempstead, New York, March 9-11, 2006.

- “Forever Africa: Race and Nation in the Contemporary Chinese Imaginary,” International Convention of Asia Scholars (ICAS) 4, Shanghai, China August 20-24, 2005.
- “Gender, Commodity Culture and Transnational Capital in Contemporary China,” Mansfield Conference, Maureen & Mike Mansfield Center, University of Montana, Missoula, Montana, April 18-20, 2004.
- “Between Realism and Romanticism: Prostitution and Homosexuality in Cui Zien’s *Night Scene*,” “The Chinese Body Politic: Corporeality and Power in Modern China,” The Fairbanks Center, Harvard University, Boston, April 9-10, 2004.
- “Transnational Advertising and National Bodies: The New Woman in Contemporary China,” Visual Culture in Modern China, A Workshop Sponsored by the Simpson Center for the Humanities, the East Asian Studies Center, and the China Program at the University of Washington, Seattle, Washington, May 28-30, 2003.
- “The Impact of Modernization on Contemporary Young Chinese Women,” English Department, Nanjing Normal University, Nanjing, China. October 28, 2002.
- “Advertising, Consumerism, and Nostalgia for the New Woman in Contemporary China,” Media in China: Content, Consumption and Crisis Symposium, sponsored by AsiaLink and Melbourne Institute of Asian Languages and Societies, Melbourne, Australia, October 1, 2002.
- “Sexing the City: Urban Nostalgia and The New (Woman) in Modern Shanghai.” Mapping a New Cultural Geography: Taipei, Hong Kong, and Shanghai as Global Cities, 6<sup>th</sup> Annual Conference on the History and Culture of Taiwan, Washington University in St. Louis, May 3-4, 2002.
- “Maoism in Latin America and the Negotiation of a Translocal Ideology,” Comparative Literature and East Asian Departments, Georgetown University, Washington, D.C., November 14, 2001.
- “El maoismo en Latinoamérica y su translocalidad ideológica,” Jornadas Andina de Literatura Latinoamericana (JALLA), Santiago, Chile, August 6-11, 2001.
- “‘Mao Zedong Thought Lights the Whole World’ Keeping the Cultural Revolution Alive in 1980s Peru,” Association for Asian Studies, Chicago, March 22-25, 2001.

### **LANGUAGE PROFICIENCY**

English (native command)  
 Chinese (near native fluency, speaking, writing, reading)  
 German (near native fluency, speaking, writing, reading)  
 Spanish (advanced speaking, writing, and reading knowledge)  
 French (reading knowledge)  
 Latin (reading knowledge)

### **NATIONAL SERVICE**

Modern Languages Association ADFL Executive Committee (Association of Departments of Foreign Languages) 2017-.

NYSTECE (New York State Teacher Certification Examination) LOTE: Mandarin Content Specialty Test Item Review Conference, 2014-present.

External Review Committee (Chair). Department of Language, Literature, and Culture. Clark University, Worcester, MA. 2015.

Consultant to Chinese Rensselaer Polytechnic Institute, which resulted in a report on language teaching and virtual gaming, Spring, 2012.

Consultant to Schenectady City School District, which resulted in curriculum design and implementation of Chinese in K-12 programs on a 3-year FLAP (Foreign Language Assistance Program, US government) grant, October 2006-2009.

Program Evaluator to Amherst Pelham Regional Schools regarding implementation of Chinese K-5 and 6-12 language programs on a 3-year FLAP (Foreign Language Assistance Program, US government) grant, January 2007-2009.

Panelist for National Endowment of the Humanities Summer Stipend Awards, 2003.

Referee for *CLEAR (Chinese Literature, Article, and Review)*, *Journal of Women's History*, *Media International Australia*, *Modern China*, *Meridians*, *MCLC (Modern Chinese Literature and Culture)*, *CRI (China Review International)*

Manuscript evaluator for Routledge (Chinese language textbook), Palgrave MacMillan

#### **GRANTS, HONORS AND FELLOWSHIPSS**

MOSH (Mellon Our Shared Humanities) Discovery Grant (Union), “Collaborative Investigation of Combined FL-STEM Course Synergies” PI \$8,200, 2016.

US Department of Education Foreign Language Assistance Program Grant (FLAP), contributing author, curriculum writer, program designer, and faculty mentor, Schenectady City School District, 2006-2009.

Internal Freeman Foundation course development award for *The New Wall of China* an interdisciplinary course co-taught with Civil Engineering faculty member on the Three Gorges Dam project, 2005.

National Endowment for the Humanities Summer Fellowship Award, 2002.

Foreign Language Area Studies (FLAS) Scholarship, 1996.

National Security Education Program (NSEP) Scholarship, 1995.

Deutsche Akademische Austausch Dienst (DAAD), Summer 1989.

**Derek Hillard**  
*Department of Modern Languages*  
*Kansas State University*  
*207 Eisenhower Hall*  
*Manhattan, Kansas 66506*  
*dhillard@ksu.edu*

### **EMPLOYMENT**

Professor, Modern Languages, Kansas State University, 2015-present.  
Associate Professor, German. Modern Languages, Kansas State University, 2008- 2015.  
Assistant Professor, German. Modern Languages, Kansas State University, 2002- 2008.  
Visiting Lecturer, Germanic Studies. Indiana University, 2001-02.

### **EDUCATION**

Indiana University, Ph.D., Germanic Studies, 2001.  
Dissertation: Critical Moments: Paul Celan and Figurations of Madness; Adv: William Rasch  
Freie Universität Berlin, Germany, January-August, 1999.  
Indiana University, M.A., Germanic Studies, 1996.  
University of Washington, Seattle, B.A., Germanics, 1991.  
Eberhard-Karls-Universität Tübingen, Germany, 1988-89.

### **SELECTED PUBLICATIONS**

#### **Books**

*Poetry as Individuality: The Discourse of Observation in Paul Celan.* Bucknell University Press, 2010.

#### **Edited Volumes**

*Feelings Materialized: Emotions, Bodies, and Things in Modern Germany*, co-edited with Heikki Lempa and Russell Spinney (under consideration in the Spektrum series at Berghahn Books)

#### **Articles**

"Reading Embodied Emotions in Rilke's *Die Aufzeichnungen des Malte Laurids Brigge*." In *Feelings Materialized: Emotions, Bodies, and Things in Modern Germany* (under consideration at Berghahn)  
"Introduction." In *Feelings Materialized: Emotions, Bodies, and Things in Modern Germany* (under consideration at Berghahn)  
"Paul Celan in America." *Compar(a)ison*, 1:2 (2013) [2017] 61-83.  
"Are There Painful Images? Ernst Jünger and Beholding Pain in Photography." *Seminar*. November, 50:4 (2014) 461-82.  
"Ernst Jünger's Literature of Pain or the Troubles of Detaching Mind from Feeling." *Monatshefte*. 106.1 (2014) 54-72.  
"Violence in Mind and Body: Jünger's Heart, Brecht's Brain, and Döblin's Hand." *Modernism/modernity*. 20:2 (2013) 327-48.  
"Violence, Ritual, and Community: Sacrifice in Keller's *Romeo und Julia auf dem Dorfe* and Storm's *Der Schimmelreiter*." *Monatshefte*, 101:3 (2009) 58-78.  
"Birdsongs: Celan and Kafka." *Colloquia Germanica*, 40:3-4 (2007) 297-314.  
"Rilke and Historical Discourse or the 'Histories' of Malte Laurids Brigge." *German Studies Review* 29:2 (2006) 299-314. [Winner of the DAAD/GSA Best Article Prize, 2007.]

### **SELECTED PRESENTATIONS**

- "Dazed and Confused: Embodied Emotions in Viennese Modernism—The Case of Hofmannsthal's 'Das Märchen der 672. Nacht.' German Studies Association Conference. Atlanta, October 2017.
- "Gesture and Emotion in German Modernism." Association of Comparative Literature Association Annual Meeting. Seattle, July 2017.
- "Embodied Emotions in Rilke." Seminar on "Corporeality and Materiality of Emotions." German Studies Association Conference. San Diego, October 2016.
- "When Bodies Talk: Emotions in Musil's *Die Verwirrung des Zöglings Törleß*." 21st World Congress of the International Comparative Literature Association. Vienna, July 2016.
- "Hands and Faces: Rilke's Kinetic Narratives." German Studies Association Conference. Washington, DC, October 2015.
- "On Thinking about Emotions Through Bodies." Round Table, "Rethinking the Corporeality and Materiality of German Emotions." German Studies Association Conference. Washington, DC, October 2015.
- "Narrated Emotion and Narrative Anxiety." European Narratology Network. Ghent, Belgium, April 2015.
- "Emotions and the Divided Self in 1900 Austria." Association of Comparative Literature Association Annual Meeting. Seattle, March 2015.
- "Conclusions and Perspectives: The Body and Emotions, 1500–1990." Round Table, German Studies Association Conference. Kansas City, September 2014.
- "Altieri and Gumbrecht on Feeling versus Representation." Opening Remarks on Day Two of Seminar, Revisiting the Study of Emotions. German Studies Association Conference. Denver, October 2013.
- "Gefühle As Everyday Emotions ca. 1900." German Studies Association Conference. Milwaukee, October 2012.
- "Ernst Jünger and the Rediscovery of Pain in the Camera." Modern Language Association Conference. Seattle, January 2012.
- "Roles For Readers: Brecht, Jünger, and Döblin." Modern Language Association Conference. Seattle, January 2012.
- "Arms, Legs, and Skin: Alfred Döblin's Kinetic Bodies." German Studies Association Conference. Louisville, September 2011.
- "Embodied Affect and Affected Readers: Döblin's Berlin Alexanderplatz." Annual European Studies Conference. Omaha, October 2010.
- "Beyond Prototype: Myth and Emotion in Nietzsche, Döblin, and Benn." Pacific Modern Language Association Conference. San Francisco, November 2009.
- "Nietzsche's Aesthetic Myths Great and Small." Jahrestagung der Nietzsche Gesellschaft. Naumburg, Germany, August, 2009.
- "Europe in the Balance: 1920s and 1930s German and French Discourses on Sacrifice." Annual European Studies Conference. Omaha, October 2008.
- "The German Discourse on Sacrifice between the Wars." The European Network for Avant-Garde and Modernism Studies. Ghent, Belgium, May 2008.
- "Brecht and the Politics of the Body." Pacific Modern Language Association Conference. Bellingham, November 2007.
- "The Sound of Place in Trakl's Landscape Poetry." Modern Language Association Conference. Philadelphia, December 2006.

"Violence and Reason in Döblin's Berlin Alexanderplatz." German Studies Association Conference. Pittsburgh, September 2006.

"Sacrificial Selves: The 19th-Century German Discourse." Association of Comparative Literature Association Annual Meeting. Princeton University, March 2006.

#### **SELECTED FELLOWSHIPS AND AWARDS**

Marbacher Stipendium, Deutsches Literaturarchiv, Germany, Spring, 2010.

DAAD German Studies Association, Best Article Prize, 2007.

DAAD Year-long Grant, Berlin, Germany 2001.

#### **SELECTED SERVICE TO THE PROFESSION**

Program reviewer, Department of World Languages, Literatures, and Cultures, Cleveland State University, February 2016.

Manuscript Review for the journals: *PMLA* (2016), *Seminar* (2013; 2014), *German Studies Review* (2010; 2012; 2016), *Comparative Literature* (2011)

Book Review Editor, German and French, *Studies in Twentieth and Twenty-First Century Literature*, 2009-2013.

Editorial Assistant, *Studies in Twentieth and Twenty-First Century Literature*, 2002-2007.

## Omar Ka

### **EDUCATION**

Ph. D.	1987	University of Illinois at Urbana-Champaign, Linguistics
Doct.	1983	University of Dakar, Senegal, Doctorat du Troisième Cycle, Linguistics (with High Honor)
	1980	University of Dakar, Senegal, Diplôme d'Etudes Approfondies, Linguistics (with Honor)
M. A.	1979	University of Dakar, Senegal, Linguistics (with Honor)
	1979	Université de l'Etat à Mons, Belgium, Certificate of Teaching (with Distinction)
	1977	University of Dakar, Senegal, Certificate of Specialization in Applied Linguistics
M. A.	1976	University of Dakar, Senegal, Classics (with Honor)
B. A.	1976	University of Dakar, Senegal, Linguistics
B. A.	1975	University of Dakar, Senegal, Literature

### **SELECTED EXPERIENCE IN HIGHER EDUCATION**

2012-present	Chair, Department of Modern Languages, Linguistics and Intercultural Communication, University of Maryland, Baltimore County
2007 - present	Associate Professor, Language, Literacy and Culture Doctoral Program, University of Maryland, Baltimore County
2005 - 2006	Visiting Fulbright Lecturer of Linguistics, Cheikh Anta Diop University and Gaston Berger University, Senegal.
1993 - present	Associate Professor, Linguistics, Wolof and French University of Maryland, Baltimore County,
1987 - 1993	Assistant Professor, Linguistics and French, University of Maryland, Baltimore County,

### **SELECTED RESEARCH SUPPORT AND FELLOWSHIPS**

2013 -2014	\$10,000, Japan Foundation Grant (to develop the Japanese language program at UMBC), P.I.
2005 - 2006	\$26,000, Fulbright Senior Scholar Grant to Senegal (lecturing and research at Cheikh Anta Diop University and Gaston Berger University), P.I.
1999 - 2001	NEH Focus Grant (awarded to the MLL Department)

### **SELECTED PUBLICATIONS**

#### **Books**

- Advanced Wolof Reader*, Dunwoody Press: Publications of the African Language Project (accepted for publication).
- Nanu Dégg Wolof: A Multidimensional Approach to the Teaching and Learning of Wolof as a Foreign Language*. Madison, Wisconsin: NALRC Press, 2009.
- Wolof Phonology and Morphology*. Lanham: University Press of America, 1994.
- A. Dialo, O. Ka, A. A. Diaw, & M. Guèye. *Pour un enseignement élémentaire en wolof: Progressions*. Dakar: C.L.A.D., monograph no. W29, 1987.



- O. Ka & M. Sarr. *Aywa ci Wolof. (A first year Wolof course.)* Urbana: University of Illinois, Center for African Studies, 1985.
- A. Dialo, O. Ka, A. A. Diaw, & M. Guèye. *Terminologie grammaticale wolof.* Dakar: C.L.A.D., monograph no. W19. 46 p, 1982.
- La dérivation et la composition en wolof.* Dakar: Centre de Linguistique Appliquée de Dakar (C.L.A.D.), monograph no. 77, 1981.

#### **Articles and Book Chapters**

- O. Ka & R. Serpell. "Le défi d'intégration des langues et cultures africaines dans les programmes de scolarisation en Afrique Noire." In: A. Gohard-Radenkovic, D. Mujawamariya and S. Perez, eds. *Intégration des "minorités" et nouveaux espaces interculturels. Collection Transversales*, Vol. 6. Berne: Peter Lang, 2003, pp. 251-272.
- "Une nouvelle place pour le français au Sénégal?" *The French Review*, Vol. 67, No. 2., 1993, pp. 276-290.
- "Senegalese Languages in Education: The First Congress of Wolof." In: J. Fishman, ed. *The Earliest Stage of Language Planning: The "First Congress" Phenomenon*. The Hague: Mouton de Gruyter, 1993, pp. 305-320.
- "Reduplication and Prosodic Constituents in Wolof." *Studies in the Linguistic Sciences*, Vol. 20, No. 1, 1990, pp. 105-121.
- "Syllable Structure and Suffixation in Wolof." *Studies in the Linguistic Sciences*, Vol. 15, No. 1, 1985, pp. 61-91.

#### **SELECTED SERVICE TO THE PROFESSION**

- |      |   |
|------|---|
| 2017 | Academic Program External Reviewer, Department of Languages, literatures and Linguistics, Indiana State University, September 28-30, 2017                 |
| 2017 | Consultant for the Center for Advanced Study of Language, University of Maryland College Park   |
| 2014 | Consultant for the Foreign Languages Department, Indiana University of Pennsylvania, October 9-10, 2014 (under the ADFL-MLA Language Consultancy Service) |
| 2006 | Reviewer for the book, <i>Wolof Lexicon and Grammar</i> , by S. Camara. Madison, WI: NALRC Press.   |
| 2003 | Consultant for the Wolof Reader Project, University of Maryland Eastern Shore.  |

Member of the College of Senior Academic Mentors, Council for the Development of Social Science Research in Africa (CODESRIA).

Member of the Executive Committee, Association of Departments of Foreign Languages (ADFL) (a committee of the Modern Language Association-MLA).

Associate Editor, and Manuscript Reviewer, *Studies in African Linguistics*.

Grant Application Reviewer for the Office of Postsecondary Education, International and Foreign Language Education (I.F.L.E.), U.S. Department of Education.

Grant Application Reviewer for the Fund for the Improvement of Postsecondary Education (F.I.P.S.E.), U.S. Department of Education.

Grant Proposal Reviewer for the National Science Foundation.

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# **University of Kansas**

# **Open Language Resource Center**

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## **Appendix B**

## **Position Descriptions**

## Appendix B

### Position Descriptions for Open Language Resource Center

#### Marc L. Greenberg, Co-Director

- Chair the OLRC Advisory Board, including biannual teleconferences with Board members to conduct summative assessments on the quality of project work and conformity with the established performance measures
- Serve as an *ex officio* member of the OLRC Steering Committee, including reports to the Committee on the summative assessments conducted by the Advisory Board
- Consult with Center staff on the preparation of annual performance reports and of the final performance report to the Department of Education, as well as on other issues of personnel and budget
- Advocate on and off campus for the use of Open Access materials and for the recognition of Open Educational Resources in considerations for promotion and tenure
- Integrate the OLRC into the broader work of the School for Languages, Literatures and Cultures, particularly with regard to the use of languages in professional contexts (e.g., global medical humanities) and fundraising for language-related initiatives

#### Jonathan Perkins, Co-Director

- Chair the OLRC Steering Committee, including monthly meetings to conduct formative assessments of the quality of ongoing work, and to ensure that projects are proceeding according to established timelines
- Serve as an *ex officio* member of the OLRC Advisory Board, providing written quarterly updates and a comprehensive annual report to the Board on project work, as well as any other information that the Board deems necessary to conduct its summative assessments
- Conduct the daily operation of the OLRC, to include regular oversight over matters of personnel, finance, and collaborations with other campus units and grant partners
- Work with Technology Lead and faculty project leaders to establish suitable templates and web/print platforms for disseminating OER content; ensure that all content conforms with these templates and is of suitable quality before it is submitted to Technology Lead
- Consult with Center staff on preparation of annual performance reports and final performance report to the Department of Education

### **Keah Cunningham, Technology Lead**

- Work with Co-Director Perkins and faculty project leaders to establish suitable templates and web/print platforms for disseminating OER content
- Supervise the processing of faculty content for dissemination, to include allocation of work to student staff and to Editorial Assistant
- Serve as an *ex officio* member of the OLRC Steering Committee, to include consultation on issues of educational technology and the allocation of staff time to meet project targets

### **TBD, Editorial Assistant**

- Assist Co-Director Perkins in ensuring that all OER content conforms with established templates and is of suitable quality before it is submitted to Technology Lead
- Assist Technology Lead with issues of project workflow, to include allocation of work to student staff
- Assist Co-Director Perkins in organizing data for quarterly and annual reports to Advisory Board, as well as Organize data for federal reporting
- Consult with Center staff on preparation of annual performance reports and final performance report to the Department of Education
- Other duties as assigned

### **OER Project Leaders**

- Work with Co-Director Perkins and Technology Lead to establish suitable templates and web/print platforms for disseminating project content
- Submit materials of suitable quality and following established templates following deadlines negotiated with Center staff
- Attend monthly meetings of the OLRC Steering Committee, providing status updates and formative assessments on all projects
- Disseminate information and solicit feedback on projects through appropriate professional conferences and workshops, as well as through informal peer review

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# **University of Kansas**

# **Open Language Resource Center**

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## **Appendix C**

## **Letters of Support**

June 8, 2018

U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
Attn: Carolyn Collins  
E-mail: [carolyn.collins@ed.gov](mailto:carolyn.collins@ed.gov)

Dear Colleagues:

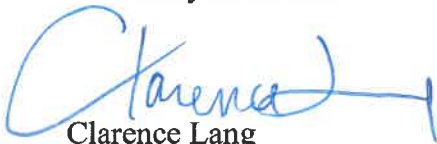
On behalf of the College of Liberal Arts & Sciences at the University of Kansas, we wish to endorse the proposal for a Language Resource Center grant as proposed by PIs Drs. Jonathan Perkins and Marc L. Greenberg. The proposal builds on the considerable capacity we have built in cultivating less-commonly-taught languages and investing in curriculum development for them. Additionally, the proposal takes advantage of KU's international leadership and well-developed infrastructure in open-access, in which KU has invested considerable human and capital resources over the past decade and a half. Moreover, the OERs as a tool for unfettered access to learning materials comports with our emphasis on advising minority, underserved, and vulnerable students into our less-commonly-taught language courses as a strategy for retention and economic empowerment of diversity students.

Under the PIs' leadership and with the expertise of the colleagues whose work is proposed as products of the grant, we have no doubt that the granting of the LRC will reap considerable benefits for KU students of languages other than English as well as for students of languages in the US and well beyond. The development of the OERs as such will remove an additional barrier to access to education, the removal of which we consider a core value of education at our university.

Sincerely,



Carl W. Lejuez  
Interim Provost and Executive Vice Chancellor  
University of Kansas



Clarence Lang  
Interim Dean  
College of Liberal Arts & Sciences  
University of Kansas

June 6, 2018

Language Resource Centers Program  
Department of Education  
(Submitted electronically)

Dear Colleagues,

On behalf of the language programs at the University of Kansas, we wish to express our strong support for the creation of a new Language Resource Center with a focus on sustained development of Open Educational Resources (OER) to advance Second Language Acquisition (SLA) at our institution, as well as nationally and internationally. With some 40 languages other than English taught at KU, we are committed to sustaining innovative, effective, and high-quality language instruction. The initiative to continue to develop our suite of OERs for language learning extends from KU's pioneering efforts to advance open access as a key component to maximizing equitable access to both scholarly and educational communication in all forms. Among other things, KU was among the first four universities (together with MIT, Yale, and Harvard) to adopt a faculty-driven open-access policy. The Coalition for Open Access Policy Institutions (COAPI) was developed and launched at KU, a major agent of change in the open-access movement (noted in the *Chronicle of Higher Education* as an agent of "termite change").

As is evident in the proposal, OERs for language learning are being developed in every department associated with the SLIC, reflecting an institutional culture of commitment to the development of innovative and widely accessible materials that can be used by teachers, not only at the university level, but also at the K-12 level. While we recognize and highly value the direct human interaction essential to effective acquisition of language, with all of its integrated sign systems, including culturally-embedded modes of discourse, body language, etc., we see OERs as essential tools that allow students to work freely, at their own pace, and anywhere there is connectivity, which frees up our classroom contact for more meaningful and effective engagement with the new language and culture being acquired.

Moreover, we see the OERs as a way to open up dialogue between SLA researchers, educators, material designers, and curriculum developers in many languages. This will contribute to closing the gap between developing curriculum for languages with long traditions of pedagogy (Spanish, French, German) and less-commonly-taught languages. Along with the opportunity to integrate our work in OERs with other professional development activities (OPI workshops, the OER conference in the proposal, inter alia), the larger aims of the project include developing an exemplary community of practice among language faculty and instructors at KU, which can also serve as a model for other institutions. These efforts not only contribute to high-quality undergraduate and graduate curricula, but by involving graduate students in the use and development of OERs as pedagogical tools, the expertise in their development will spread radially from KU to the broader field.

We would be remiss were we not to mention the integration of our OER and related curriculum efforts with our attention to the sustained cultivation of a pipeline of students of languages other than English in our state's (and neighboring states') K–12 systems. KU has long been recognized, not just because of its flagship status, but also its national leadership in language teaching and research, as the go-to campus in the Central Plains for students who are serious about adding languages and international dimensions to their educational profiles.

Sincerely,



Cécile Accilien, Chair  
African & African-American Studies




Santa Arias, Chair  
Spanish & Portuguese



Maggie Childs, Chair  
East Asian Languages & Cultures



E. Bruce Hayes, Chair  
French, Italian & Francophone Studies



Stephen M. Dickey, Chair  
Slavic Languages & Literatures



Nina Vyatkina, Chair  
Germanic Languages & Literatures



Esra Predolac, Coordinator  
Critical Languages Consortium



June 7, 2018

Dear Members of the Title VI LRC Selection Committee,

On behalf of the Area Studies Centers at the University of Kansas, we strongly endorse the proposal to establish the Open Language Resource Center (OLRC) as a locus for regional and national discussions about the study of languages. Our support of this initiative is a logical outgrowth of decades of collaboration with the constituent departments of the School for Languages and with the Ermal Garinger Academic Resource Center, including recent work on the Postcards from Abroad podcast series, the online Spanish curriculum *Acceso*, and the NEH-sponsored Migration Stories project, which explores the impact of African migration to Midwest communities.

The projects proposed by the OLRC include the creation of open access materials for each of our regions, with a specific focus on Less Commonly Taught Languages (Chinese, Kiswahili, Russian, Ukrainian, Wolof) and on explorations of the culturally diverse peoples who share more commonly taught languages (Spanish in Central and South America, Francophone Africa). The workshops proposed under the OLRC would also provide much needed professional development opportunities for teachers in the Great Plains region, and would strengthen our collaboration with Minority Serving Institutions and community colleges.

We are excited about the possibility of bringing a Language Resource Center to the University of Kansas as a complement to our own work in training the next generation of national and international leaders.

Sincerely,



Marta Caminero-Santangelo, Director  
Center for Latin American &  
Caribbean Studies



Maggie Childs, Director  
Center for East Asian Studies



Elizabeth MacGonagle, Director  
Kansas African Studies Center



Vitaly Chernetsky, Director  
Center for Russian, East European &  
Eurasian Studies

June 11, 2018

Dear Members of the Title VI LRC Selection Committee,

On behalf of the Office of International Programs, I am very pleased to endorse the proposal to establish the Open Language Resource Center at the University of Kansas. I believe that the Open Educational Resources described in the proposal will provide meaningful learning opportunities for language students throughout the region and the world, and are, as such, a valuable contribution to the University's mission to foster greater intercultural understanding and internationalization.

KU is committed to sharing the intellectual fruits of its research and scholarship as widely as possible and lowering barriers to its access. We are therefore supportive both of the involvement of graduate students in materials creation, and the opportunity to provide teacher training to secondary and post-secondary teachers in the region. The Office of International Programs looks forward to supporting all of the new Center's initiatives, and to participating actively in the planned World Languages Fair, which will bring local high school students to campus each fall to learn more about the importance of learning a language in this increasingly globalized world.

We appreciate your consideration of this proposal to continue advancing us in our endeavor to bring KU to the world, and the world to KU.

Sincerely,



Charles Bankart, Ph.D.  
Associate Vice Provost, International Programs  
The University of Kansas



**FORT HAYS STATE UNIVERSITY**  
**DEPARTMENT OF MODERN LANGUAGES**

*Forward thinking. World ready.*

June 4, 2018

Jonathan Perkins, Director  
Ermal Garinger Academic Resource Center  
University of Kansas  
1445 Jayhawk Blvd., Room 4070  
Lawrence, KS 66045

Dear Jonathan,

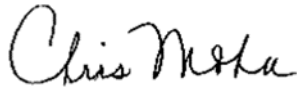
As chair of the Modern Languages Department at Fort Hays State University, I would like to thank you for the invitation to collaborate with the Ermal Garinger Academic Resource Center and the School for Languages, Literatures and Cultures at the University of Kansas on the establishment of an Open Language Resource Center in Lawrence, KS. The faculty in the Language Department at FHSU, along with the Dean of the School of Arts, Humanities and Social Sciences, support this forward-thinking endeavor. The establishment of a Language Resource Center to be located in Lawrence would provide much needed opportunities for professional development for language instructors in Kansas and surrounding states and increase the universal availability of Open Educational Resources in foreign languages

In addition to the opportunity to collaborate on the redesign of the open curriculum resource *Acceso*, we at Fort Hays State University look forward to working with the Language Resource Center to provide professional development opportunities to the language educators in our region. Because of our geographic location, many of the educators in this area are unable to participate in professional development programs offered at institutions in more-populated areas. Hosting workshops on our campus that would include Spanish-language immersion, training in pedagogy and technology, and the opportunity for community building would provide a much-needed service to the K-12 instructors in our region, many of whom teach diverse populations.

As a Minority-Serving Institution, we recruit a diverse population of students who bring a unique perspective to our campus and to our classes. Our heritage speakers of Spanish, especially those in our teacher education program, could bring this unique perspective to the various projects proposed by the Language Resource Center, most directly in possible contributions to *Acceso*.

Once again, thank you for the opportunity to collaborate with you in this endeavor. We offer our complete support for the project, and we look forward to being an active participant in the proposed workshops, the oral proficiency training, and in the redesign of *Acceso*, the open education text for Spanish.

Sincerely,

A handwritten signature in black ink that reads "Chris Mohn". The signature is written in a cursive, flowing style.

Chris Mohn, Ph.D.  
Associate Professor and Chair  
Department of Modern Languages  
Fort Hays State University  
Hays, KS 67601  
785-628-5380  
mcmohn@fhsu.edu

June 19, 2018

International and Foreign Language Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

To the Language Resource Center Selection Committee:

On behalf of Johnson County Community College (JCCC), I am expressing our College's support and commitment to the University of Kansas's *Title VI Language Resource Center* grant proposal. JCCC administration and faculty recognize the importance of developing Open Education Resources (OER), especially in the area of Foreign Language.

JCCC has launched and continues to support initiatives for OER adoption across the curriculum. In Spring 2018, JCCC formed an OER taskforce, comprised of library faculty, teaching faculty, and the Faculty Development Coordinator, to support faculty interested in OER adoption. Further, JCCC's Digital Projects Librarian, Professor Barry Bailey, recently submitted a *National Leadership for Libraries* grant proposal to the Institute for Museum and Library Services. This project will pilot a faculty professional development program to encourage OER adoption and advocacy across the curriculum. Directly pertinent to the University of Kansas's project, JCCC Spanish faculty have used open access resources through the University's *Acceso* curriculum.

For our College's part, JCCC's Foreign Language Department will commit to the following:

- Providing space for 3 summer workshops beginning in 2020 and continuing through 2022,
- Providing space for a 2-day Oral Proficiency Interview (OPI) workshop at a date as yet to be determined, and
- Having JCCC Foreign Language faculty participate in an annual World Language Fair to be held on the University of Kansas campus.

Thank you for considering the University of Kansas's proposal. If I may provide any further support for this proposal, please feel free to contact me at (913) 469-3847 or [jsopcich@jccc.edu](mailto:jsopcich@jccc.edu).

Sincerely,



Joseph Sopcich, Ph.D.  
President



## Career, Standards and Assessment Services

Kansas State Department of Education  
Landon State Office Building  
900 SW Jackson Street, Suite 653  
Topeka, Kansas 66612-1212

(785) 296-3142  
(785) 291-3791 - fax  
[www.ksde.org](http://www.ksde.org)

June 11, 2018

Dear Members of the Language Resource Selection Committee:

As the Kansas State Supervisor for World Languages I would like to express my support for the creation of the Open Language Resource Center at the University of Kansas. The grant proposal for an LRC at the University of Kansas is an exciting opportunity to create stronger and more meaningful working relationships with K-16 educators and students across the state.

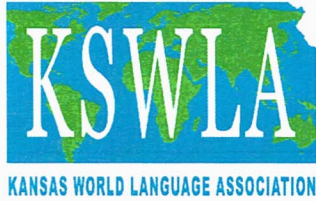
Teachers with whom I have shared the proposal for the LRC are very enthusiastic about the opportunity to become knowledgeable in the methods of administering the Oral Proficiency Interview. This training would help teachers and their students to focus on attaining functional levels of proficiency in the target language rather than the traditional approach of simply completing courses for credit. OPI training also complements the state's recent adoption (2017) of the Seal of Biliteracy which awards students for their proficiency in a language.

There is a critical need in the state for Open Educational Resources for language teachers. Teachers need to have access to learning materials and lessons that are standards-based. It is not possible for smaller districts where there is quite often only one world language teacher to create and curate materials for their language curriculums. I hope that this LRC could potentially invite teachers from across the state to contribute to and benefit from the sharing of articulated language program materials. Strong K-12 language programs create stronger university programs.

Tentative plans are also in progress between the Kansas Department of Education, the Kansas World Language Association, and the University of Kansas to hold an annual World Language Fair. This event would be modeled in part on the long-standing success of the Schülerkongress, a German language fair that has attracted approximately 300 high school students to KU annually since the early 1980s through the support and cooperation of educators from high schools and colleges across the state. The KU World Language Fair would provide students, teachers, and parents an opportunity to see and experience some of the forty other languages they could learn and the ways in which they could use their language skills to study abroad while pursuing other academic interests in their host countries. Teachers have already volunteered to support this collaborative effort to strengthen working relationships between K-16 stakeholders. We are hoping to bring renewed enthusiasm in our state for the value of learning languages.

Regina L. Peszat, Ph.D.  
State Supervisor for World Languages  
Kansas State Department of Education





June 11, 2018

The Language Resource Center Selection Committee

Dear Committee Members:

The Kansas World Language Association would like to express support for the application by the University of Kansas for a Language Resources Center grant to establish the Open Language Resource Center.

The Kansas World Language Association is the only statewide professional association for world language teachers in Kansas. Our mission is to promote and improve the teaching of world languages and cultures, to provide continuing professional development, and to encourage the spirit of cooperation among world language educators. According to our bylaws, any world language teacher, retired world language teacher, or aspiring world language teacher that resides/teaches in the state of Kansas may be a member. Historically, the Association has focused on issues related to K-12 teaching but we also have many active members from higher education.

The Association would welcome the opportunity to work with the Open Language Resource Center, particularly in the following areas:

- Promoting free language materials developed by the Languages Resource Center in French, German, Spanish, and Chinese for K-12 audiences.
- Publicizing LRC-organized summer workshops in French, German, and Spanish and identifying potential participants.
- Identifying suitable candidates to participate in OPI workshops sponsored by the LRC. It would benefit the profession in our state to have more teachers familiar with language proficiency assessment, particularly the OPI. The OPI is one of the approved assessments that students may use to qualify for the Kansas State Seal of Biliteracy.
- Working with the LRC to help plan a World Language Fair that would bring K-12 students and teachers to the University of Kansas to interact with university faculty and students in activities highlighting the importance of language in an increasingly global society.

Sincerely,

Sheree W. Willis

President, KSWLA

kswlapresident@gmail.com

Kansas World Language Association

1701 S. Broadway | ENGML (Grubbs Hall 403) | Attn: Grant Moss, Executive Secretary | Pittsburg, KS 66762

www.kswla.org | kswlaexecutivesecretary@gmail.com

PR/Award # P229A180008

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June 10, 2018

International and Foreign Language Education  
U.S. Department of Education  
400 Maryland Avenue, S.W. / Mailstop OPE-258-40  
Washington, D.C. 20202

Dear Members of the Language Resource Center Selection Committee,

We are writing on behalf of the Foreign Language Association of Missouri to express our strong support for the establishment of the Open Language Resource Center at the University of Kansas. As the professional association representing all world language teachers in the state of Missouri, we are excited about the opportunities that such a center would bring to our members and to students in the wider Midwest region, to especially include collaboration on curriculum and articulation.

FLAM supports the creation of quality Open Access resources that can be used in K-16 world language classrooms, in particular those for languages like French, German and Spanish that could impact the largest number of students. We welcome the invitation to participate in the workshops centered around these materials, and the opportunity to contribute materials to the Spanish curriculum. We would also look forward to expanding materials to include other languages. The ACTFL Oral Proficiency Interview training and the OER Conference are also welcome additions to professional development opportunities for Missouri world language teachers, as is the World Languages Fair for high school students. We look forward to collaborating with the Open Language Resource Center on all of these initiatives, to the very best of our ability.

Sincerely,

Astrid Ruiz  
FLAM President

Dr. Tonia Tinsley  
FLAM President-Elect



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# **University of Kansas**

# **Open Language Resource Center**

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## **Appendix D**

## **Performance Measure Form**

**PROJECT GOAL 1:** Create and disseminate a wide range of high quality instructional materials for world languages.

**Performance Measure 1:** Create OER for the 3 most commonly taught languages in the United States.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Revise and relaunch the <i>Acesso</i> curriculum for intermediate Spanish	<b>1ai.</b> Number of existing modules moved to new site	once	acceso.ku.edu	0	150	-	-	-
	<b>1aii.</b> Number of new modules created (including K-16 workshops)	annual	acceso.ku.edu	0	24	24	24	24
<b>1b.</b> Produce an online advanced French curriculum addressing complex grammatical structures within an exploration of the Francophone world.	<b>1bi.</b> Number of chapters produced in pdf format	annual	oer.ku.edu	0	2	2	-	-
	<b>1bii.</b> Number of chapters added to website	annual	lepont.ku.edu	0	-	4	2	2
<b>1c.</b> Produce an online manual for using corpora to teach German to English-speaking learners.	<b>1ci.</b> Number of corpus-based assignments produced	annual	corpora.ku.edu	0	10	10	10	10

**Performance Measure 2:** Create 69 OER modules focused on the structure of 3 Less Commonly Taught Languages.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Produce an online grammar supplement for elementary and intermediate Ukrainian.	<b>2ai.</b> Number of online modules created	annual	dobraforma.ku.edu	0	19	16	-	-
<b>2b.</b> Produce an online resource on Russian verbal aspect that foregrounds the importance of discourse effects.	<b>2bi.</b> Number of online modules created	annual	russianaspect.ku.edu	0	-	-	4	3
<b>2c.</b> Produce an online resource for beginning Chinese that focuses on phonetics and pinyin orthography	<b>2ci.</b> Number of online modules created	annual	tingyiting.ku.edu	0	-	-	14	13

**Performance Measure 3:** Create OER for 3 Less Commonly Taught Languages with a focus on placing them within cultural and communicative context.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>3a.</b> Produce an online curriculum for advanced level Turkish.	<b>3ai.</b> Number of chapters produced in pdf format	annual	oer.ku.edu	0	3	4	-	-
	<b>3aii.</b> Number of chapters added to website	annual	paragraflar.ku.edu	0	-	7	5	4
<b>3b.</b> Produce an online dictionary of Wolof idioms with thematic categories.	<b>3bi.</b> Number of entries added to dictionary	annual	wolofidioms.ku.edu	0	1750	2000	2000	1750
<b>3c.</b> Produce an online resource for beginning Kiswahili.	<b>3ci.</b> Number of chapters produced in pdf format	annual	oer.ku.edu	0	2	4	-	-
	<b>3cii.</b> Number of chapters added to website	annual	hujambo.ku.edu	0	-	6	4	2

**PROJECT GOAL 2:** Provide professional development opportunities for K-16 instructors, particularly those with limited access to such opportunities.

**Performance Measure 1:** Organize 13 summer workshops focused on effective teaching strategies and language assessment.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>4a.</b> Hold K-16 summer pedagogy workshops that promote the use of OER created under this grant.	<b>4ai.</b> Number of workshops held	annual	Registrations, workshop evaluations	0	1	3	3	2
	<b>4aii.</b> Number of attendees	annual	Registrations, workshop evaluations	0	25	75	75	75
<b>4b.</b> Hold Oral Proficiency Interview assessment workshops.	<b>4bi.</b> Number of workshops held	annual	Registrations, workshop evaluations	0	1	1	1	1
	<b>4bii.</b> Number of attendees	annual	Registrations, workshop evaluations	0	10	10	10	10

**PROJECT GOAL 3:** Promote the study of languages and the use of OER.

**Performance Measure:** Host 5 large-scale public programming events that promote the study of languages and the use of OER.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>5a.</b> Host World Languages Fair	<b>4ai.</b> Number of schools participating	annual	registrations; on-site check-in	0	-	15	20	25
	<b>4aii.</b> Number of attendees	annual	registrations; on-site check-in	0	-	300	400	500
<b>5b.</b> Host OER Conference	<b>5bi.</b> Number of presentations	annual	registrations; on-site check-in	0	-	-	15	15
	<b>5bii.</b> Number of attendees	annual	registrations; on-site check-in	0	-	-	60	75

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**University of Kansas Eral Garinger Academic Resources Center (EGARC)**

**Languagel Resource Center**

**DETAILED BUDGET 2018-2022**

NOTE	Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total
<b>CENTER PERSONNEL</b>						
1	Co-Director (Perkins)	\$ 8,500.00	\$ 8,670.00	\$ 8,843.40	\$ 9,020.27	
2	<i>Fringe(35%)</i>	\$ 2,975.00	\$ 3,034.50	\$ 3,095.19	\$ 3,157.09	
3	Co-Director (Greenberg)	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	
	<i>Fringe(35%)</i>	\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	
4	Technology Lead (Cunningham)	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.04	
	<i>Fringe(35%)</i>	\$ 1,750.00	\$ 1,785.00	\$ 1,820.70	\$ 1,857.11	
5	Editorial Assistant	\$ 20,000.00	\$ 20,400.00	\$ 20,808.00	\$ 21,224.16	
	<i>Fringe(35%)</i>	\$ 7,000.00	\$ 7,140.00	\$ 7,282.80	\$ 7,428.46	
6	National Advisory Board	\$ 2,250.00	\$ 2,295.00	\$ 2,340.90	\$ 2,387.72	
	Subtotal	<b>\$ 48,150.00</b>	<b>\$ 49,099.50</b>	<b>\$ 50,067.99</b>	<b>\$ 51,055.85</b>	<b>\$198,373.34</b>
<b>PROJECT COSTS</b>						
<b>Spanish (Acceso 2E)</b>						
7	Project Leader (Rossomondo)	\$ 6,500.00	\$ 6,630.00	\$ 4,057.56	\$ 4,138.71	
	<i>Fringe(35%)</i>	\$ 2,275.00	\$ 2,320.50	\$ 1,420.15	\$ 1,448.55	
8	Project Editorial Assistant (Barosso)	\$ 4,000.00	\$ 4,080.00			
	<i>Fringe(35%)</i>	\$ 1,400.00	\$ 1,428.00			
9	Summer support staff (student hourly)	\$ 7,200.00	\$ 7,344.00	\$ 3,745.44	\$ 3,820.35	
	<i>Fringe(7%)</i>	\$ 504.00	\$ 514.08	\$ 262.18	\$ 267.42	
10	Summer summit presenters*		\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	
11	Summer summit presenters' travel*		\$ 1,706.00	\$ 752.00	\$ 1,504.00	
12	Project Leader workshop travel			\$ 954.00	\$ 159.00	
13	Video support	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
	<b>Project Total</b>	<b>\$ 22,879.00</b>	<b>\$ 27,022.58</b>	<b>\$ 14,191.33</b>	<b>\$ 14,338.03</b>	<b>\$ 78,430.94</b>



NOTE	Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total
French ( <i>Le pont</i> )						
14	Project Leader (Weatherley)	\$ 6,500.00	\$ 6,630.00	\$ 6,762.60	\$ 6,897.85	
	<i>Fringe(35%)</i>	\$ 2,275.00	\$ 2,320.50	\$ 2,366.91	\$ 2,414.25	
15	Summer support staff (student hourly)	\$ 3,600.00	\$ 3,672.00	\$ 3,745.44	\$ 3,820.35	
	<i>Fringe(7%)</i>	\$ 252.00	\$ 257.04	\$ 262.18	\$ 267.42	
16	Summer workshop travel*		\$ 65.00		\$ 954.00	
	Project Total	\$ 12,627.00	\$ 12,944.54	\$ 13,137.13	\$ 14,353.87	\$ 53,062.54
German ( <i>Incorporating Corpora</i> )						
17	Project Leader (Vyatkina)	\$ 6,500.00	\$ 3,315.00	\$ 3,381.30	\$ 3,448.93	
	<i>Fringe(35%)</i>	\$ 2,275.00	\$ 1,160.25	\$ 1,183.46		
18	Summer support staff	\$ 3,600.00	\$ 3,672.00	\$ 3,745.44		
	<i>Fringe(35%)</i>	\$ 1,260.00	\$ 406.09	\$ 414.21		
19	Summer workshop travel*		\$ 954.00	\$ 65.00		
	Project Total	\$ 13,635.00	\$ 9,507.34	\$ 8,789.40	\$ 3,448.93	\$ 35,380.67
Ukrainian ( <i>Dobra Forma</i> )*						
20	Project Leader (Wallo)	\$ 6,500.00	\$ 6,630.00			
	<i>Fringe(35%)</i>	\$ 2,275.00	\$ 2,320.50			
21	Project Assistant (Korinets)	\$ 3,600.00	\$ 3,672.00			
	<i>Fringe(35%)</i>	\$ 1,260.00	\$ 1,285.20			
22	Illustrator (student hourly)	\$ 1,500.00	\$ 1,530.00			
	<i>Fringe(7%)</i>	\$ 105.00	\$ 107.10			
	Project Total	\$ 15,240.00	\$ 15,544.80	\$ -	\$ -	
Russian ( <i>Russian Aspect in Conversation</i> )*						
23	Russian Project Leader (Dickey)			\$ 6,762.60	\$ 6,897.85	
	<i>Fringe(35%)</i>			\$ 2,366.91	\$ 2,414.25	
24	Summer support staff (student hourly)			\$ 7,282.80	\$ 7,428.46	
	<i>Fringe(7%)</i>			\$ 509.80	\$ 519.99	
	Project Total	\$ -	\$ -	\$ 16,922.11	\$ 17,260.55	\$ 34,182.65

NOTE	Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total
<b>Chinese (<i>Ting Yi Ting</i>)*</b>						
25	Chinese Project Leader (Li)	\$ 4,000.00	\$ 4,080.00			
	<i>Fringe(35%)</i>	\$ 1,400.00	\$ 1,428.00			
26	Chinese Project Leader (Willis)	\$ 4,000.00	\$ 4,080.00			
	<i>Fringe(35%)</i>	\$ 1,400.00	\$ 1,428.00			
27	Video support	\$ 1,000.00	\$ 1,020.00			
	<b>Project Total</b>	<b>\$ 11,800.00</b>	<b>\$ 12,036.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 23,836.00</b>
<b>Turkish (<i>Konuşan Paragraflar</i>)*</b>						
28	Project Leader (Predolac)	\$ 4,000.00	\$ 4,080.00	\$ 4,161.60	\$ 4,244.83	
	<i>Fringe(35%)</i>	\$ 1,400.00	\$ 1,428.00	\$ 1,456.56	\$ 1,485.69	
29	Project Leader (Ergul)	\$ 4,000.00	\$ 4,080.00	\$ 4,161.60	\$ 4,244.83	
	<i>Fringe(35%)</i>	\$ 1,400.00	\$ 1,428.00	\$ 1,456.56	\$ 1,485.69	
	<b>Project Total</b>	<b>\$ 10,800.00</b>	<b>\$ 11,016.00</b>	<b>\$ 11,236.32</b>	<b>\$ 11,461.05</b>	<b>\$ 44,513.37</b>
<b>Wolof (Idiom Dictionary)*</b>						
30	Project Leader (Ba)	\$ 4,000.00	\$ 4,080.00	\$ 4,161.60	\$ 4,244.83	
	<i>Fringe(35%)</i>	\$ 1,400.00	\$ 1,428.00	\$ 1,456.56	\$ 1,485.69	
	<b>Project Total</b>	<b>\$ 5,400.00</b>	<b>\$ 5,508.00</b>	<b>\$ 5,618.16</b>	<b>\$ 5,730.52</b>	<b>\$ 22,256.68</b>
<b>Swahili (<i>Hujambo!</i>)*</b>						
31	Project Leader (Wawire)	\$ 4,000.00	\$ 4,080.00	\$ 4,161.60	\$ 4,244.83	
	<i>Fringe(35%)</i>	\$ 1,400.00	\$ 1,428.00	\$ 1,456.56	\$ 1,485.69	
32	Project Leader (Mwangi)	\$ 4,000.00	\$ 4,080.00	\$ 4,161.60	\$ 4,244.83	
	<i>Fringe(35%)</i>	\$ 1,400.00	\$ 1,428.00	\$ 1,456.56	\$ 1,485.69	
33	Illustrator (student hourly)	\$ 1,500.00	\$ 1,530.00	\$ 1,560.60	\$ 1,591.81	
	<i>Fringe(7%)</i>	\$ 105.00	\$ 107.10	\$ 109.24	\$ 111.43	
	<b>Project Total</b>	<b>\$ 12,405.00</b>	<b>\$ 12,653.10</b>	<b>\$ 12,906.16</b>	<b>\$ 13,164.29</b>	<b>\$ 51,128.55</b>
<b>Modified OPI Assessment Workshops*</b>						

NOTE	Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total
34	OPI Workshop (2-day)	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	
35	OPI Trainer travel and per diem	\$ 928.00	\$ 928.00	\$ 928.00	\$ 928.00	
	<b>Project Total</b>	<b>\$ 3,928.00</b>	<b>\$ 3,928.00</b>	<b>\$ 3,928.00</b>	<b>\$ 3,928.00</b>	<b>\$ 15,712.00</b>
	<b>World Languages Day*</b>					
35	Student Staff	\$ 720.00	\$ 720.00	\$ 720.00	\$ 720.00	
	<i>Fringe(7%)</i>	\$ 50.40	\$ 50.40	\$ 50.40	\$ 50.40	
36	Printing / Publicity	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
37	Marketing materials	\$ 2,000.00	\$ 2,000.00	\$ 2,250.00	\$ 2,250.00	
	<b>Project Total</b>	<b>\$ 3,770.40</b>	<b>\$ 3,770.40</b>	<b>\$ 4,020.40</b>	<b>\$ 4,020.40</b>	<b>\$ 15,581.60</b>
	<b>Language OER Conference at KU*</b>					
38	Honoraria for two keynote speakers			\$ 1,500.00	\$ 1,530.00	
39	Travel for two keynote speakers			\$ 1,504.00	\$ 1,504.00	
40	Printing / publicity			\$ 500.00	\$ 510.00	
41	Filming of event			\$ 480.00	\$ 489.60	
	<b>Project Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,984.00</b>	<b>\$ 4,033.60</b>	<b>\$ 8,017.60</b>
	<b>TRAVEL</b>					
42	LRC Project Director meeting (2 attendees)	\$ 2,204.00				
43	Conference travel		\$ 6,120.00	\$ 9,987.84	\$ 7,640.70	
	<b>Subtotal</b>	<b>\$ 2,204.00</b>	<b>\$ 6,120.00</b>	<b>\$ 9,987.84</b>	<b>\$ 7,640.70</b>	<b>\$ 25,952.54</b>
	<b>OTHER</b>					
44	Conference exhibit costs			\$ 4,000.00	\$ 4,000.00	
	<b>Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,000.00</b>	<b>\$ 4,000.00</b>	<b>\$ 8,000.00</b>
	<b>DIRECT COSTS TOTAL</b>	\$ 162,838.40	\$ 169,150.26	\$ 158,788.84	\$ 154,435.78	
	<b>INDIRECT COSTS (8%)</b>	\$ 13,027.07	\$ 13,532.02	\$ 12,703.11	\$ 12,354.86	
	<b>GRAND TOTAL</b>	<b>\$ 175,865.47</b>	<b>\$ 182,682.28</b>	<b>\$ 171,491.95</b>	<b>\$ 166,790.65</b>	<b>\$ 696,830.34</b>

## NOTES

A 2% annual increase has been added to added to most items

- 1 Co-Director Perkins holds a full-time, 12-month appointment. He will commit 50% of his time to the project.
- 2 Fringe benefits are calculated based on the current KUCR fringe benefit policy. See the following link for KUCR's fringe benefit rates: [http://research.ku.edu/proposal\\_budget\\_preparation\\_fringe\\_benefits](http://research.ku.edu/proposal_budget_preparation_fringe_benefits).
- 3 Co-Director Greenberg holds a 9-month faculty position. He will commit 10% to the project, including work over the summer. He has agreed to accept a courtesy payment of \$500 in return for his contribution.
- 4 Technology Lead Cunningham holds a full-time, 12-month appointment. She will commit 50% of her time to the project.
- 5 The editorial assistant is a new 12-month appointment that will commit 20 hours per week toward the project.
- 6 The National Advisory Board has three members receiving a \$750 annual payment. Their input on issues of project content and approach will be solicited through informal correspondence with project leaders, as well as biannual teleconferences to review the Center's work and conformity with the evaluation plan.
- 7 Project Leader Rossomondo holds a 9-month faculty position. She will commit 10% to the project, including work over the summer, during year 1 and 2, and 6% during years 3 and 4.
- 8 Editorial Assistant Barosso will commit 160 hours of work the first year of the grant, and 80 hours the second year of the grant at a starting rate of \$25/hour.
- 9 Two graduate students will be hired for the first two summers to assist in the major revisions to the existing resources. During the remaining summers only one graduate student will be hired. Each will work approximately 30 hours per week for 8 weeks at a starting rate of \$15/hour.
- 10 Two faculty speakers will be paid a \$750 honorium each for leading an in-person portion of the Spanish summer institute. A third faculty speaker will be paid \$500 for participation through teleconference.
- 11 One out-of-state speaker during years 2 and 3 (\$400 travel + \$250 hotel for two nights + \$102 for two days per diem). Fort Hays State faculty travel to KU during year 2 (\$250 mileage + \$500 for hotel for four nights + \$204 per diem for four days). Two out-of-state speakers during year 4 (\$400 travel + \$250 hotel for two nights + \$102 per diem)
- 12 Travel for project leader to Fort Hays State University during year 3 (\$250 mileage + \$500 for hotel for four nights + \$204 per diem for four days). Travel to KC area during year 4 (\$123 total mileage + \$36 for three lunches)
- 13 Video support for filming curricular materials will be provided by the KU Media Production Studio, which has specialized equipment and facilities for such work. The amount allocated is at the rate of 25 hours at \$40 per hour.
- 14 Project Leader Weatherley holds a 9-month faculty position. She will commit 10% to the project, including work over the summer.

- 15 One graduate student will be hired for the first two summers. and the remaining summers two GTAs will be hired. Each will work approximately 30 hours per week for 8 weeks at a starting rate of \$15/hour.
- 16 Year 2 travel for two to Johnson County Community College (\$41) and lunch for two (\$24). Year 4 travel for two staff to Fort Hays State University (\$250 mileage, \$500 hotel for 2 people for two nights, \$204 per diem for two people for two days)
- 17 Project Leader Vyatkina holds a 9-month faculty position. She will commit 10% to the project and 5% during the second year, including work over the summer.
- 18 One assistant will be hired for the first two summers. That person will work approximately 30 hours per week for 8 weeks at a rate of \$15/hour.
- 19 Year 2 travel for two to Fort Hays State University (\$250 mileage, \$500 hotel for 2 people for two nights, \$372 per diem for two people for two days). Year 3 travel for two to Johnson County Community College (\$41) and lunch for two (\$24).
- 20 Project Leader Wallo holds a 9-month faculty position. She will commit 10% to the project, including work over the summer.
- 21 Project Assistant Korinets will be hired to work on a limited basis, committing approximately 240 hours of total work per year at a starting rate of \$15/hour.
- 22 A student illustrator will be hired for an starting hourly rate of \$12 and will commit approximately 125 hours per year.
- 23 Project Leader Dickey holds a 9-month faculty position. He will commit 10% to the project, including work over the summer, during years 3 and 4.
- 24 Two graduate students will be hired for the summers of year 3 and 4. Each will work approximately 30 hours per week for 8 weeks at a rate of \$15.60/hour
- 25 Project Leader Li holds a 9-month faculty position. She will commit 6% to the project, including work over the summer, during years 1 and 2.
- 26 Project Leader Willis holds a 9-month faculty position. She will commit 6% to the project, including work over the summer, during years 1 and 2.
- 27 Video support for filming curricular materials will be provided by the KU Media Production Studio, which has specialized equipment and facilities for such work. The amount allocated is at an initial rate of 25 hours at \$40 per hour.
- 28 Project Leader Predolac holds a 9-month faculty position. She will commit 6% to the project, including work over the summer.
- 29 Project Leader Ergul will commit 160 hours per year at a starting rate of \$25/hour.
- 30 Project Leader Ba holds a 9-month faculty position. She will commit 6% to the project, including work over the summer.
- 31 Project Leader Wawire holds a 9-month faculty position. She will commit 6% to the project, including work over the summer.
- 32 Project Leader Mwangi holds a 9-month faculty position. He will commit 6% to the project, including work over the summer.
- 33 A student illustrator will be hired for a starting rate of \$12 and will commit approximately 125 hours per year.

- 34 Payment to the American Council on the Teaching of Foreign Languages for a two day on-site workshop. KU will host two workshops on campus, and two at other venues within the state.
- 35 Workshop trainer will be traveling from out of state (\$400 travel + \$375 hotel for three nights + \$153 per diem for three days
- 36 Ten students to work 8 hours on the day of the event at a rate of \$9 per hour.
- 37 Costs for printing and mailing of information about the event to regional schools, as well as programs and wayfinding for the event.
- 38 Costs for approximately 300 tshirts to be distributed at the event. As participants return home, this expenditure will provide regular advertising for the event throughout the region.
- 39 Honoraria for two (inter)national experts on OER to headline the conference.
- 39 Travel for two keynote speaker to KU. 2 plane tickets (\$800), 2 nights in hotel for 2 people (\$500), 2 days per diem for two people (\$204)
- 40 Costs for printing and mailing of information about the event to regional schools, as well as programs, name badges and wayfinding for the event.
- 41 Video services will be provided by the KU Media Production Studio, which has specialized equipment for such work. The amount allocated is at the rate of 8 hours at \$60 per hour.
- 42 Travel funds for the mandatory meeting at the start at the grant cycle for the two co-Directors. Includes travel costs (\$800), two nights hotel accommodation (\$1200) and two days per diem (\$204) for each person
- 43 Estimated travel funds to attend five conferences during Year 2, eight during Year 3 and six during Year 4 with average of \$1200 per conference with a 2% annual increase. Two conferences during Years 3 and 4 are for OLRC staff to exhibit projects and training opportunities at generalist conferences (ACTFL, CALICO, IALLT, etc.). The remaining funding is for faculty project leaders to present their individual projects. Attendance at these events is crucial for getting feedback on projects, networking with possible adoptees/contributors. and meeting with other LRC personnel. Conferences will include regional as well as (inter)national conferences.
- 44 Estimated cost for conference booth space for OLRC staff detailed in note 44. Also includes costs for shipping materials to site, and possible charges to ensure access to internet and electricity to display Centers projects, which will be almost entirely web-based.